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ABSTRACT

This study of the characteristics of home schooling is based on returned questionnaires of 37 questions each, mailed to a random sample of 416 drawn from 6,850 families listed in the Bob Jones University Press home school mailing list. The 253 returned questionnaires, representing a 62% reponse, provided data on the characteristics of these families, the characteristics of the home schools, the opinions of the families about their homes and schools, and the relationships between the characteristics and opinions. Questionnaires were analyzed using Rbase 5000, Lotus 1-2-3, and SPSS software. Based on analysis of the findings, the following conclusions were drawn about the typical home school: (1) these home school parents were college-trained young adult professionals who lived in the suburbs, had three children, earned above-average income, were religiously motivated, and monitored television-viewing closely; (2) the home school had operated less than 3 years, the mother was the primary teacher, the students (mostly elementary and middle-school level) had previously attended either a public or a Christian school and were enthusiastic about their home school, which emphasized language arts and arithmetic and used Christian instructional materials; (3) these families started home schooling based on religious convictions and concern about the effects of peer pressure on their children; and (4) these parents were satisfied with their home schools, were not influenced by home school organizations, and were not bothered by civil authorities. Tables and figures number 86; a 13-page bibliography and a list of 59 legal citations are provided. The questionnaire is appended, along with a tabulation of results and suggested legislation to facilitate home education. (TE)

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Home Education: Characteristics of Its Families and Schools

by
Earl Wade Gladin

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Greenville, South Carolina
29614
May 1987

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EARL W. GLADIN
Home Education: Characteristics Of Its Families and Schools
(Under the direction of JAMES W. DEUINK)

The purpose of this study was to identify the characteristics of families who were teaching their children at home, the characteristics of the home schools, the opinions of the families about their homes and schools, and the relationships between the characteristics and opinions.

To accomplish this purpose, 416 questionnaires of 37 questions each were mailed to a six percent random sample of 6,850 families in eleven states selected from the Bob Jones University Press home school mailing list. These families returned 253 questionnaires (62%) for statistical analysis.

These questionnaires were analyzed using Rbase 5000, Lotus' 1-2-3, and SPSS computer software. The statistical significance of eleven hypotheses that provided the answers to question four were measured using Chi-Square, ANOVA, and Linear Regression.

The data from the questionnaires answered four research questions:

1. What are the characteristics of the families who are educating their families at home?
2. What are the characteristics of the home schools established by those families?
3. What are the opinions of home school families about their families and home schools?

4. What are the relationships between characteristics of home school families, their home schools, and opinions about their homes and schools?

From the answers to these research questions, the following conclusions were made about the typical home school: (a) home school parents were college-trained young adult professionals who lived in the suburbs, had 3 children, earned above average income, were religiously motivated to start their home school, and monitored television-viewing closely; (b) the home school had operated less than 3 years, the mother was the primary teacher, the students had previously attended either a public or a Christian school, were in the elementary and middle-school grades and were enthusiastic (though it decreased as the grade level increased) about their home school which emphasized language arts and arithmetic, and used Christian instructional materials; (c) home school families had started their home schools to fulfill their God-given responsibility and to reduce the effects of peer pressure on their children; and (d) parents were more concerned when their children attended a public school than a Christian school, were satisfied with their home school and became moreso the longer it was in operation, were not influenced by home school organizations, and were not bothered by civil authorities.

Key Words: home schools, home education, alternative education, Christian education, compulsory attendance.

HOME EDUCATION:
CHARACTERISTICS OF ITS FAMILIES AND SCHOOLS

by

Earl Wade Gladin

A dissertation

submitted in partial fulfillment

of the requirements for the degree of

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Bob Jones University

May 1987

HOME EDUCATION:

CHARACTERISTICS OF ITS FAMILIES AND SCHOOLS

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CHAPTER ONE

INTRODUCTION

In less than a decade, home schooling has evolved from an isolated occurrence to a national movement. Lines (1981) labeled home schooling "underground education that seems to be growing" (p. 2), while at the same time admitting that it is impossible to determine how many children are being schooled at home. In 1983, Divoky referred to home schooling as "subversive activity until just a few years ago," and then described its current status as "now this new movement is developing its own gurus, publications, and support groups" (p. 395). To anticipate the significance of the home school movement in the immediate future, Gangel (1984) predicted that the movement would become as significant to Christian education in this decade as conventional Christian schools were in the nineteen-sixties and seventies.

Home school associations and curriculum publishers label the growth of home schools in the past several years as "phenomenal" (Jasper, 1985, p. 45). Although the home school movement is of recent origin, it is making an impact upon both secular and Christian education. Solorzano (1985) says, "The impact of this increasingly vocal minority far outweighs its size" (p. 59). For the first time, in 1985, Gallup

included a question about home schools in the annual Phi Delta Kappan "Gallup Poll of American Attitudes Toward Education" (Gallup, 1985), which showed that only sixteen percent of the respondents thought that home education was good for the nation. Feinstein (1986) in a recent Wall Street Journal article describes home schooling as "One of the most significant developments in education . . . a movement that has been exploding across the country in recent years, with no end to its growth in sight" (p. 1).

The movement is increasing not only in numbers but also in maturity. Jordan Lorence, staff attorney for the Home School Legal Defense Association representing 1,650 home school families across the United States, says, "Until two or three years ago, schooling at home was viewed like brain surgery at home, people didn't know what they were doing; now, that view is changing" (Solorzano, 1985, p. 59).

As the movement expands, educators express increasing concern about the movement. Public school educators are becoming apprehensive about the degree of interest in home schooling (Solorzano, 1985). The focus of their concern is the quality of the education being received by the children at home (Lines, 1986; Feinstein, 1986). These educators question whether parents have the time and the understanding of either subject matter or teaching methods to instruct their children at home (Solorzano, 1985). This concern seems justified when they hear a home school parent say, "All you need to know is how to read and apply common sense, and you can teach just about anything" (Solorzano, 1985, p. 59).

Raymond Moore, a leading proponent of home schooling supports the legal right and advisability of parents teaching their children at home. In Home Spun Schools (1982b), co-authored with his wife, Moore claims that if a parent can read and write, speak clearly, and keep a systematic house, then home schooling may be the best course.

In an attempt to restrict the expansion of the home school movement, some state legislatures and boards of education have taken legal action against parents who educate their children at home. To counteract this intrusion into a domain that many home school families consider off-limits to governmental regulation, some parents have taken the legal initiative to force civil authorities to recognize the rights of parents to educate their children according to parental conviction rather than governmental regulation (see Chapter Two). In a number of states, Georgia and Wisconsin for example, parents have been successful in getting compulsory attendance laws modified to accommodate home education, if not by specific legal provision, then as an exception to a compulsory attendance statute.

A review of home school literature makes one aware of the impact that the home school movement is making upon American education in the 1980s. In spite of its impact, educational research has almost ignored this phenomenon. While promoters of both religious and secular home schools, have generated articles, books, seminars, etc., on home education, only four completed dissertations on home education have been located by this author, none of which

have studied the relationships between the characteristics of the families and their schools.

Purpose of the Study

Because of concern for home school families and about the quality of education they are providing their children, this researcher studied the characteristics of families that operate home schools, the characteristics of those home schools, the opinions of those families about their homes and schools, and the relationships between these characteristics and opinions.

Since an increasing number of families are teaching their children at home, with the resultant concern by professional educators about the movement, a study of home school families and their schools is needed and timely.

Significance of the Study

As the number of families teaching their children at home has increased, the need for information about the movement has also increased. Pastors, teachers, school administrators, potential home school families, state legislators, professional educators, textbook publishers, etc., are seeking to understand the movement and to be responsive to it. Currently, there is an absence of information about the movement, especially that which is the result of a well-executed research design. Each home school family itself may not be aware of the movement beyond its own local support group. It is this author's desire to enable people to become more knowledgeable about home education, so they can better understand and appreciate the movement.

An additional motivation for such a study is the increasing number of children being educated at home. For example, in less than five years, the estimate of the number of children being educated at home has increased from ten thousand to one million (Lines, 1981; Williams, 1983; Chronicles, 1983; Roberts, 1984; Whitehead, 1984; Lines, 1986; Feinstein, 1986). The range of these estimates makes it obvious that not even the experts know accurately how many children are being schooled at home.

Home education is increasingly attracting the attention of the educational prognosticator. Toffler (1980) describes home schooling as the "wave of the future" (p. 386). This term, "wave of the future," has been popularized by Dr. James Dobson, author of several best-selling books on the family and advocate of home schooling. Naisbitt (1982) says, "In the 1960s and 1970s, the self-help approach to education took the form of creating alternative schools; in the 1980s, it will be home education" (p. 159).

A few years ago, a research study on home schools would not have been feasible. Today, however, the topic demands research attention. Parents are increasingly rejecting conventional public and Christian schools and teaching their children at home instead. This study anticipates making a contribution to a needed knowledge-base on this subject.

Statement of the Problem

This study sought to identify the characteristics of home school families, the characteristics of their home schools, the opinions about their homes and schools, and the

relationship between these variables.

To accomplish this objective, the following sub-problems were addressed: (a) the questionnaire for the survey was developed, (b) the questionnaire was mailed to those families in the sample, and (c) the responses from the survey were analyzed and interpreted. The analysis of the responses from the questionnaires provided the answers to the research questions stated in the next section.

Research Questions

This study sought to answer the following questions about home schools:

1. What are the characteristics of those families that have chosen to educate their children at home?
2. What are the characteristics of the home schools established by those families?
3. What are the opinions of these families about their families and schools?
4. What are the relationships between these families, these schools, and these opinions?

The first three research questions were answered by summarizing the responses from the questionnaires.

The fourth research question was answered by testing the statistical significance of the following research hypotheses:

1. What is the relationship between annual family income and annual expenditure on instructional materials?
2. What is the relationship between the type of school previously attended and the amount of parental concern about that school?

3. What is the relationship between the satisfaction and frustration experienced by the parents from teaching their children at home and their plans to operate a home school another year?

4. What is the relationship between the education of the primary teacher (mother) and the satisfaction and frustration experienced by that teacher?

5. What is the relationship between the motivation to start the home school and the satisfaction and frustration received from the school?

6. What is the relationship between the grade level of the child, and the enthusiasm level of the child for home education?

7. What is the relationship between the type of community in which the family lives and the amount of concern the parents have about the means by which the socialization needs of the child are met?

8. What is the relationship between frequency of oral reading, visits to the public library, and hours of television viewing?

9. What is the relationship between the number of months the school has operated, and the satisfaction and frustration received by the parents from the home school?

10. What is the relationship between the region of the country in which the family lives and the influence of home school organizations on that school?

11. What is the relationship between the satisfaction and frustration experienced by the parents from the home school and the highest grade they anticipate teaching their children at home?

Theoretical Orientation

All societies have these major institutions: family, government, economic system, education, and religion (Leslie, 1985). According to Kienel (1976) the family has precedence over the church, school, government, or any other institution. Bowlby (1952), the head of the World Health Organization of the United Nations, claims that even a

relatively bad home with relatively bad parents is generally better for a child than another good institution. Since eighty-three percent of a child's waking hours are spent at home (Kienel, 1976), the importance of the home as a teaching institution is obvious.

The family is a different institution from a school. "It is an organism rather than an organization; it is a way of life rather than a succession of courses . . . . The curriculum is what father and mother believe and live; it is an informal learning group" (Feucht, 1971, p. 26). Bloom (1981) of the University of Chicago agreed that the home is the best educational environment and parents are the best teachers. Barclay (1959) concluded that, "There are no teachers so effective for good or evil as parents are" (p. 236). Kienel (1976) labeled parents the "prime teachers of your children" (p. 25); and then admonishes parents that "training your children in the way they should go should be the major pursuit of every parent" (p. 52).

The values parents hold are particularly influential on children. Lindgren and Suter (1985) explained the influence of values as "beliefs about what is important and what is unimportant; what is worthwhile, interesting, and worth doing, and what is useless, boring and not worth doing; what is good and what is bad" (p. 96).

Since parents know their own children better than a teacher ever could and have the deepest love and concern for them (Questions, 1984), they are best able to take advantage of teachable moments and informal learning opportunities. Is

it any wonder that the important lessons of life are for the home, instead of the school (Feucht, 1971)?

The home has always been the greatest educational institution in the world (Kienel, 1976). The home, not the institutional school, was the original school (Moore & Moore, 1984b). The earliest learning experiences occur within the context of the family; they learn the feelings their parents have toward them, as well as life in general (Lindgren & Suter, 1985). "At best, the school is an adjunct to the home" (Barclay, 1959, p. 262).

Bolles (1986) claimed that the biggest criticism against both public and private schools is the academic pressure placed on children at an early age. To diminish this academic pressure, Moore contended, "Children are better off if they do not begin their education either at home or in organized schools until they are 8 to 10" (Moore & Moore, 1984b, p. 64); "maybe even [until] 10 or 12, parents and educators should question the desirability of formal schooling" (Moore, 1982, p. 369). In the same article, Moore continued "little if any reproducible research evidence exists in favor of generalized early schooling for normal children" (p. 371). One of the strengths of home education is that it "allows for a greater readiness period before introducing specific skill subjects" (Bolles, 1986, p. 2.). From their vantage-point, parents are better able to discern the appropriate time to begin formal instruction with their children than are those who author compulsory attendance laws with prescribed ages for starting school.

Another criticism of home education is the assumed lack of socialization opportunities provided by the home school; however, some believe just the opposite is true. Children are socialized best when taught at home; children are not socialized best by other children (Moore & Moore, 1984b). Children who spend less time with parents than they do with peers, tend to become peer dependent and look to their peers for their values, at least until fifth or sixth grade (Moore & Moore, 1984b). Lindgren and Suter (1985) claimed that the average American 13 year-old spends twice as much time with friends and acquaintances as he does with parents. This lack of interaction between adults and youth seem to be a major cause of anti-social behavior. The result of peer dependency is negative socialization. Moore & Moore (1984a) contended that what is often perceived as a weakness in the home school, its lack of socialization, may actually be a strength instead of a weakness.

Even though a home school operates in a home, it is primarily a school and the academic performance of the student is of paramount importance. Watson (1984), said the home is the major factor that accounts for the academic performance of children. Moore (1982) claimed "youngsters educated at home achieve higher than national averages on standardized measures" (p. 372). Public school educators are concerned about the academic quality of home education, but it appears that the achievement of children educated at home may exceed that of their public school counterparts (Moore, 1982).

This descriptive study of home education was based upon the following concepts gleaned from the literature as cited in this theoretical orientation:

(1) The home is the primary social institution.

(2) The home is the best place for the education of children, especially young children.

(3) The parents are the best teachers of children.

(4) The initiation of formal instruction should be postponed until the child is at least 8-10 years of age.

(5) The home school provides adequate socialization opportunities without developing harmful peer dependence.

(6) The home school produces superior not inferior academic achievement.

The Operational Definitions

To better understand home school terminology, the following terms are defined as they are used in this study:

Alternative Education-education in place of public school education, usually denotes Christian school or home school education.

Certified Teacher-a teacher who has met certain academic and professional standards; consequently, the state has granted him a license to teach.

Compulsory Attendance-attendance required by the state at a public or private school during specified ages of the child.

Conventional Education-public or private education that takes place in a traditional school context.

Cottage Industry-a family business established as an integral part of the home school to give the children a practical outlet for those skills learned in the home school and designed to develop personal and financial responsibility.

Equivalent Education-education comparable to public school education.

Geographical Region-a group of states as designated by the United States Census Bureau.

Home School-a school conducted in the home by a parent primarily for the education of the children in that home.

Home Education-education received at home. (Often used interchangeably with home schooling.)

Home School Family-a family that is educating its children at home.

Satellite School-a home school that is operating under the authority of an external umbrella organization to which it is accountable.

Support Group-a group of home school families that meet together periodically for mutual encouragement and instruction.

Delimitations of the Study

The following delimitations were imposed upon this study: (a) the population from which the sample was selected was the home school mailing list of the Bob Jones University Press; (b) only those home schools that have been officially designated a "school" by BJUP were included in the sample; (c) the desirability of home schooling was not addressed; (d) value judgments regarding organizations, programs, curriculum, etc., were not made; (e) research findings were generalized only to the population from which the sample was selected.

Assumptions of the Study

For the purposes of this study, the following assumptions were made:

1. There are enough home schools in the United States to make such a study appropriate and timely.
2. The home school families would return the completed

survey within the specified response time.

3. The questionnaire designed by the researcher was a valid data gathering instrument.
4. The use of research questions was the best method to organize the data from the questionnaires.
5. The use of research hypotheses was the best method to test the relationships between characteristics of the home and the school, and the opinions of the families about their families and schools.
6. The use of descriptive statistics was the most appropriate technique to analyze the responses to the questions on the questionnaire.
7. The use of inferential statistics was the most appropriate technique to analyze the statistical significance of the relationships between the variables stated in the null hypotheses.

The Organization of the Study

The remainder of this study will consist of four additional chapters as follows: Chapter Two, a review of selected literature on home education, culminating in a focus on the characteristics of the home school families and their schools; Chapter Three, the specific methods and procedures of the research design; Chapter Four, the analysis of the data produced by the questionnaire survey of home school families; Chapter Five, the synthesis of the findings from the literature-review with those from the data-analysis to make conclusions, to suggest implications, and to make recommendations for subsequent research.

CHAPTER II

REVIEW OF LITERATURE

To establish a rationale for this study, selected literature on home education will be reviewed. This literature review will be organized as follows: (a) Biblical admonitions about home education, (b) examples of home education from history, (c) legal provision for home education, (d) psychological aspects of home education, (e) educational aspects of home education, (f) home school families and schools, (g) summary of the literature review.

Biblical Admonitions About Home Education

Many families who teach their children at home, do so because they are convinced that Scripture demands that they do so. Feinstein (1986) cites a family that has been teaching their children at home for fours years because "they believe the Scripture clearly charges them with the responsibility" (p. 1). Although both Old and New Testaments address parental responsibility and accountability, neither demands that parents be the exclusive instructors of their children. Nevertheless, the Bible does provide examples of parents teaching their children at home as well as admonitions to parents about home education. These Biblical admonitions were given before the widespread availability of

the institutional school, at a time when home education was the primary means of childhood education. In the following section, Scripture passages typically used by families to justify their home schools will be examined as they relate to the current home school movement.

Old Testament

The first specific mention of home education in the Bible is in reference to Abraham:

> For I know him, that he will command his children and his household after him, and they shall keep the way of the Lord. (Genesis 18:19)

In addition to Abraham, the book of Genesis gives other examples of the influence of parents on their children; for example, Lot was an evil influence (19:12-16, 26, 32), and Noah was a good influence (7:1, 7, 13, 16).

While yet in the wilderness, the children of Israel were admonished to teach their children and grandchildren about God's deliverance from Egypt:

> And thou shalt shew thy son in that day, saying, This is done because of that which the LORD did unto me when I came forth out of Egypt. (Exodus 13:8)

> And it shall be when thy son asketh thee in time to come, saying, What is this? that thou shalt say unto him, By strength of hand the LORD brought us out from Egypt, from the house of bondage. (Exodus 13:14)

> That thou mayest tell in the ears of thy son, and of thy son's son. (Exodus 10:2)

The Passover was of such national and religious importance to Israel that it received special instructional attention to ensure that future generations would remember its significance:

> And ye shall observe this thing for an ordinance to thee and to thy sons for ever. And it shall come to pass, when ye be come to the land which the LORD will give you, according as He has promised, that ye shall keep this service, and it shall come to pass, when your children say unto you, What mean ye by this service? that ye shall say, It is the sacrifice of the LORD's passover, who passed over the houses of the Children of Israel in Egypt when He smote the Egyptians and delivered our houses. (Exodus 12:24-27)

Just before the children of Israel crossed the Jordan River and initiated military action against the Canaanites, the Lord repeated the admonition concerning home instruction:

> Only take heed to thyself, and keep thy soul diligently, lest thou forget the things which thine eyes have seen, and lest they depart from thy heart all the days of thy life, but teach them to thy sons, and to thy son's sons; . . . that they may learn to fear me all the days that they shall live upon the earth, and that they may teach their children. (Deuteronomy 4:9-10)

The effectiveness of the informal instructional relationship that exists in home education was emphasized in the book of Deuteronomy when the Scripture reminded the father of his responsibility to teach the Law to his children once the Promised Land had been conquered:

> And these words, which I command thee this day, shall be in thine heart, and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou liest down, and when thou risest up . . . and ye shall teach them to your children, speaking of them when thou sittest in thy house, and when thou walkest by the way, when thou liest down, and when thou risest up. (Deuteronomy 6:6-7, 11:19)

This emphasis on parental responsibility continues in the poetical books. The following verses from Psalms and Proverbs support this emphasis.

> Which he commanded our fathers, that they should make them known to their children, that the generation to come might know them, even the children which should be born; who should arise and declare them to their children. (Psalm 78:5-6)
>
> My son, hear the instruction of thy father, and forsake not the law of thy mother. (Proverbs 1:8)
>
> Train up a child in the way he should go, and when he is old, he will not depart from it. (Proverbs 22:6)

In the prophetic book of Isaiah, King Hezekiah admonishes the father concerning his instructional responsibility, "the father to the children shall make known thy truth" (Isaiah 38:19).

On the basis of these Old Testament admonitions given to the children of Israel before the development of institutional education, many home school families feel a mandate to teach their children at home. Though they might be able to infer this from the Old Testament, there are no specific Biblical imperatives mandating that children be taught exclusively in the home.

In addition to these Old Testament references, some families also look to the New Testament for support of their home school.

New Testament

In the New Testament, the Scripture regarding home education is less explicit than it is in the Old Testament. The Pauline Epistles are the primary New Testament books that address the subject.

In his second letter to Timothy, the Apostle Paul reminds Timothy of his spiritual heritage:

> When I call to remembrance the unfeigned faith that is in thee, which dwelt first in thy grandmother Lois, and thy mother Eunice, and I am persuaded that in thee also. (II Timothy 1:5)
>
> But continue thou in the things which thou hast learned and hast been assured of, knowing of whom thou hast learned them; and that from a child thou hast known the holy scriptures. (II Timothy 3:14-15)

In the Epistle to the Ephesians, the Apostle Paul gives these admonitions concerning instruction of children in the home:

> Children, obey your parents in the Lord, for this is right. (Ephesians 6:1)
>
> Ye fathers, provoke not your children to wrath, but bring them up in the nurture and admonition of the Lord. (Ephesians 6:4)

The New Testament extensively addresses the teaching ministry of Jesus, the teaching ministry of the church, but only incidentially refers to the teaching ministry of the home. The New Testament writers may have assumed that it was already occurring, hence no need to mention it; or as Barclay (1959) concludes, the children were being educated in the Roman schools or the synagogue schools.

Conclusions from Scripture

To home school families seeking a Biblical mandate for the schooling of their children at home, the Scripture provides little specific endorsement. The Bible does place the responsibility for the child's education on the parents; however, home school families will have difficulty identifying specific verses that demand home education as the exclusive means to fulfill ones Biblical responsibility.

Presidents: John Quincy Adams, William Henry Harrison, Andrew Jackson, Abraham Lincoln, James Madison, Franklin Delano Roosevelt, George Washington.

Scientists: John Burroughs, Frederick Terman.

Soldiers: Douglas MacArthur, George Patton.

Statesmen: Winston Churchill, Benjamin Franklin, Patrick Henry, Stonewall Jackson, William Penn.

Writers: Hans Christian Andersen, Pearl Buck, Agatha Christie, Charles Dickens, Bret Harte, C. S. Lewis, John Stuart Mill, A. A. Milne, George Bernard Shaw, Mark Twain, Phyllis Wheatley.

Whitehead (1984), says that home education is not something new, but instead "it is a closing of a circle, a return to the philosophy which prevailed at an earlier time" (p, 23).

In order to develop a greater understanding and appreciation of the current revival of home education, three diverse examples of home education taken from three different historical eras will be explored: (a) Old Testament education, (b) New Testament Education, and (c) American Colonial Education.

Old Testament Education

Since the beginning of human history in the Garden of Eden, the family has been the most important educational agency on earth (Gangel & Benson, 1983). The family was the first school; the home, where learning begins, was the place where teaching began (Eavey, 1964). The home was basic to the plan God had for the education of his people. Children were viewed as a gift from God, and parents were accountable to God for teaching their children. Parents were the child's first teachers and the home the primary educational

The Bible unequivocally places the responsibility for the instruction of the children in spiritual truth upon parents (Whitehead, 1984). This principle of parental responsibility pervades Scripture; however, no specific Scripture passage insists that a family teach its children at home as the exclusive means by which they fulfil that obligation. The parent does not negate parental responsibility when he sends his child to a school, as long as he maintains supervision over that child's education (Jackson, n.d.).

Examples of Home Education From History

Although teaching children at home seems to be a revolutionary idea, history shows just the opposite to be true (Roberts, 1984). Examples of parents educating their children at home can be found throughout history (Jackson, n. d.). From the literature, (Moore, 1984b; Whitehead & Bird, 1984; Jasper, 1985; Lockwood, 1985; Helwig, 1986), the following historical figures were cited as having been educated at home:

Artists: Claude Monet, Leonardo da Vinci, and Andrew and Jamie Wyeth.

Entertainers: Charlie Chaplin, Noel Coward.

Explorers: George Rogers Clark, Sir William Grenfell, Robert Peary.

Industrialists: Andrew Carnegie, Cyrus McCormick.

Inventors: Alexander Graham Bell, Thomas Edison, and Orville and Wilbur Wright.

Judge: Sandra Day O'Connor.

Minister: John Wesley.

institution throughout most of Jewish history (Eavey, 1964).

The first specific example of Hebrew education at home was that of Abraham. God chose Abraham (sometime before 2091 B.C.) that he might charge his children, grandchildren, and household after him to keep God's ways (Eavey, 1964). Information concerning the nature of education during the patriarchal period (2166-1876 B.C.) is meager. The nomadic life of the patriarchs probably did not permit the establishment of schools, and consequently, education took place in the natural and informal experiences of everyday life. Gangel & Benson (1983) claim that Hebrew education began in Abraham's tent with Abraham the teacher and Isaac the student.

Another example of Hebrew education at home is that of Moses. No doubt the faith that Moses possessed (Hebrews 11:23-29) had its origin in the instruction given by his parents (1527 B.C.) under the patronage of Pharoah's daughter (Exodus 2; Eavey, 1964). It would appear that extensive exposure to Egyptian education in subsequent years did not negate the godly instruction Moses received at home as a child.

The aim of every Hebrew parent was the teaching of the next generation (Gangel & Benson, 1983). Eavey (1964) mentions that "the mother had a large part in the training of the earliest years, but it was considered the duty of the father to assume responsibility for directing the more advanced phase of the child's education" (pp. 52-53). Edersheim (1876) says that there can be no question that the

early education of the child devolved upon the father, but his first training would be from his mother. Barclay (1959) calls this responsibility a "shared responsibility" (p. 14). "In no other religion has the duty of the parents to instruct their children been stressed more than in the Hebrew home; the responsibility for educating the child was laid squarely on the shoulders of the parents" (Gangel & Benson, 1983, p. 80).

Jewish education was primarily religious education and was accomplished by memorization and recitation (Barclay 1959). The child's education began at a tender age, though it is impossible to determine the exact age (Eavey, 1964). Even though Jewish education was primarily religious, each father had a duty to teach his son a trade. Much of the education in the family was vocational, and the child was required to participate in the work of the family when he was old enough to do so (Eavey, 1964). In spite of this vocational emphasis, Barclay (1959) declares that the Jewish educational ideal was to prepare the child to be a servant of God.

The Hebrews never lost the awareness that the home was the primary means of education for their children. Although there was a distinct transfer of educational responsibility from patriarchs to priests after the founding of the Aaronic order (1445 B.C.; Exodus 28:29), the educational function of the family emerges prominently in the book of Deuteronomy. The home, as the central place of instruction, was never replaced; it was supplemented by the work of the priests at

the tabernacle (Gangel & Benson, 1983). The educational responsibility of the priests was primarily that of teaching the parents, since almost all education in Israel was adult education, at least until the synagogue schools of the post-exilic time (after 537 B.C.). After the Law was given to Israel at Sinai (1446 B.C.), the Law became the center of all Jewish education, both nationally and individually.

Despite the fact that the Hebrews have always regarded education as the most important activity of life next to doing God's will, the history of Israel is one of repeated failure to follow God's plan for the education of their children. Parents neglected their responsibility to instruct their children diligently in the Law (Eavey, 1964). Education dramatically declined during the period of the Judges (1389-1050 B.C.), with little record that much serious religious education took place during this time (Gangel & Benson, 1983).

During the period of the monarchy (1050-930 B.C.), spiritual instruction was not common. "There were no schools, and would not be until after the exile" (Barclay, 1959, p. 14), which ended in 537 B.C. The home was the only school and the parents the only teachers. The home remained the center of the education of the child. Eavey (1964) concludes that the people in general were given little formal instruction during this period.

During the period of the divided monarchy (930-586 B.C.), Hebrew education centered in the prophets, right up to the time of Jerusalem's fall to Babylon in 586 B.C. (Gangel &

Benson, 1983). "The rise of the prophets was the most outstanding development in this period of Jewish educational history" (Eavey, 1964, p. 59). Of great importance during this era was the development of the schools of the prophets, mainly associated with the ministry of Elijah and Elisha (II Kings 2:3-5, 4:38, 6:1; Gangel & Benson, 1983). During this period, the location of education changed; the prophets went to the people in an itinerant manner instead of the people coming to the tabernacle or to the temple (Gangel & Benson, 1983).

After returning from captivity in 537 B.C., the Jews attached new importance to the home and its educational function. The home as the absolute center of education became the most crucial concept of Jewish education. The Jews realized that their very existence as a nation and the fulfillment of their national destiny was dependent upon the education of their children. The responsibility for that education belonged to the parents, and it would be as true when there were schools as it was when there were no schools (Barclay, 1959).

After the return from exile, possibly during the exile, the Jews established the synagogue to assist in the education of their children. The synagogue was the first formal educational institution the Hebrews had developed (Gangel & Benson, 1983), and it became the central place of instruction. The main purpose of the synagogue was to teach the Hebrew scriptures, but it also taught reading, writing, and arithmetic (Eavey, 1964). Out of the synagogue developed

the Jewish elementary school. These schools were called "houses of the book" because they sought to give every boy a mastery of the Torah so he would be prepared to teach it (Eavey, 1964). There were no schools for the education of children, in the modern sense of the word, until these synagogue schools were developed during or soon after the exile.

In these synagogue schools, the boys (the schools were not open to girls) started to school sometime between the ages of 5 and 7 (Barclay, 1959). Edersheim (1876) says that home teaching, to prepare the child for the synagogue schools, ordinarily began when the child was about three years old. In time, attendance at these schools became compulsory (Eavey, 1964). The development of a learned teaching order, the Scribes (Rabbis), was a significant development of synagogue education. Hebrew history gives little information about the education of adolescents, probably because at age thirteen a Jewish youth became personally responsible for the Law (Eavey, 1964).

Secondary schools came into existence sometime between the return from the Exile (537 B.C.) and the birth of Christ in 5 B.C., (Gangel & Benson, 1983). Deen (1963) says that by the first century A.D., synagogue schools for teaching boys the Law were common.

New Testament Education

An examination of standard sources, such as Edersheim, Josephus, and Schaff revealed little information about education in New Testament times. What is known about

education in this period is summarized by Barclay (1959, pp. 235-236) as follows:

> (a) the New Testament lays down no curriculum of training for the child, but it does emphasize the instructive value of Scripture (II Timothy 3:15-16),
> (b) the New Testament mentions nothing about formal religious education or schools,
> (c) the New Testament is certain that the only training which matters is given in the home.

The education of Jesus would have begun in the home at about three years of age (Deen, 1963). Edersheim (1874) explains that "Jesus would have been sent to a primary or elementary school, which in the time of our Lord was attached to every synagogue in the land" (p. 133). Deen (1963) agrees that Jesus was probably sent to the elementary school attached to the synagogue in Nazareth when he was six or seven years of age.

Barclay (1959) suggests the following explanation why the early church never provided for the education of her children:

> (a) the passionate belief in the imminence of the second coming of Christ,
> (b) the poverty of the early church,
> (c) the threat of persecution and the illegality of being a Christian, and
> (d) the children were probably educated in the normal and ordinary secular schools of the day (p. 238).

The early Church Fathers made the following conclusions about the education of a child: "the training of a child is a parental duty, and the whole task of education is laid squarely on the shoulders of the father as the head of the home" (Barclay, 1959, p. 238).

American Colonial Education

In American colonial education, there were three distinct patterns of education, and each had a different perspective on home education: (a) the New England Colonies, with their emphasis on religious education, (b) the Middle Colonies, with their emphasis on parochial education, and (c) the Southern Colonies, with their emphasis on education as a private, family concern (Rippa, 1976).

New England Colonies

In colonial America, the family was the principal unit of education; it was considered by the Puritans to be the basic unit of both church and commonwealth (Cremin, 1970). Smith (1973), in editorial comments preceding a sermon by the colonial intellectual Cotton Mather, says, "The Puritan family was the place for instructing the young. Puritan fathers concerned themselves in minute detail with the moral and spiritual instruction of their children" (p. 9). Rippa (1976) calls the family the most important element in colonial life. Savey (1964), describes families as "nurseries of the church and the state" (p. 191), maintaining, that neither could survive the ruin of the family. The most important educational agency was not formal institutions of instruction, but the family. The understanding of family life in colonial America is critical for understanding colonial education (Bailyn, 1972). Colonial parents had full responsibility for educating their own children (Wolte, 1980), and home education was the major, if not the predominant, form of education during the colonial

period (Whitehead, 1984).

The education of children occurred informally in the family, where the young were taught to read and to participate in worship both in the home and church (Eavey, 1964), yet Cremin (1970) says, "the household was the scene of a good deal of sustained and sytematic instruction" (p. 128). Instruction in the home was not limited to spiritual content; children were taught civil laws as well so that no child would grow up ignorant of either Biblical truth or civil law (Eavey, 1964). Vocational training necessary to equip for mature life was also taught and practiced in the home (Bailyn, 1972). This vocational training in the home was commonly augmented by apprenticing the child to another family for instruction. Lockerbie (1972) says that parents were responsible for teaching their children "to read and understand the principles of religion and the capital laws of the country" (p. 12). Instruction of the young by the elders was assumed to be their primary Christian purpose in life.

The center of household education was almost always the family library, used either for formal instruction by parent or tutor or for systematic personal study (Cremin, 1970). During the colonial period, second only to the Bible, "the book exerting the greatest influence was the New England Primer. It was found in almost every home, and was sold in all bookstores, and was the chief school and reading book used in all the colonies" (Eavey, 1964, p. 195). Another book of considerable influence was the Bay Psalm Book, published in 1640, the first American psalter and the first

book of any type to be printed in the new country (Sallee, 1978).

During its earliest days, the Plymouth colony founded no schools, preferring to leave such education as seemed desirable to church and household (Cremin, 1978). Education was left for parents to provide through home education and private organizations, usually churches (Whitehead & Bird, 1984). No formal system of public education was ever envisioned by the early settlers in the English colonies; the family was viewed as the primary social institution in a land of uncertainty and struggle (Rippa, 1976).

Within a remarkably brief time after settlement, the family became derelict in the fulfillment of its educational responsibility (Bailyn, 1972). To compensate for this failure, the Puritans began to establish schools to advance knowledge of the scriptures among its citizens (Eavey, 1964). In less than a decade after the Puritans had landed on the shores of the new world, two types of schools emerged in colonial New England: primary schools, such as dame schools and reading and writing schools for the lower classes, and the Latin grammar schools for the sons of the elite (Rippa, 1976).

At first, children were taught to read and write by parents at home. Soon, however, the dame school developed as an alternative to the home for the teaching of the rudiments of learning; reading, writing, and arithmetic (Cubberly, 1934). In 1635, the people of Boston voted in a town meeting to request a schoolmaster for their children (Eavey, 1964).

4. What are the relationships between characteristics of home school families, their home schools, and opinions about their homes and schools?

From the answers to these research questions, the following conclusions were made about the typical home school: (a) home school parents were college-trained young adult professionals who lived in the suburbs, had 3 children, earned above average income, were religiously motivated to start their home school, and monitored television-viewing closely; (b) the home school had operated less than 3 years, the mother was the primary teacher, the students had previously attended either a public or a Christian school, were in the elementary and middle-school grades and were enthusiastic (though it decreased as the grade level increased) about their home school which emphasized language arts and arithmetic, and used Christian instructional materials; (c) home school families had started their home schools to fulfill their God-given responsibility and to reduce the effects of peer pressure on their children; and (d) parents were more concerned when their children attended a public school than a Christian school, were satisfied with their home school and became moreso the longer it was in operation, were not influenced by home school organizations, and were not bothered by civil authorities.

Key Words: home schools, home education, alternative education, Christian education, compulsory attendance.

Also in 1635, the Boston Latin Grammar School was founded. It became the only type of secondary education in colonial America until the rise of the private schools and academies of the eighteenth century (Rippa, 1976). The Latin grammar school (which eventually became the English grammar school) took the boy from the dame school at the age of 7 or 8 and prepared him for entrance into college; this meant Harvard College, founded in 1636 (Cubberly, 1934). With the rise of the grammar schools, the Puritans took the first step in transferring the educational function of the home to an external institution (Bailyn, 1972).

In its inception, attendance at primary schools was not compulsory; education was a discretionary matter for the parents (Rippa, 1976). As parents became more lax in fulfilling their responsibilities to educate their children, parental obligations to children were enforced by law. If, after being warned, the parents did not provide instruction in the home, their children could be taken from them and placed under such masters as the civil authorities thought suitable (Eavey, 1964). The authority for such action was to be found in the laws enacted in 1642 and 1647, the first educational laws passed in the colonies (similar laws were already in force in England), which provided the foundation for the compulsory education of all children and the compulsory maintenance of schools by the community (Cubberly, 1934).

In 1642, the Massachusetts general court passed a law that required the officers of each town to ascertain, from

time to time, if parents and masters were attending to their educational duties, if all children were being trained "in learning and labor and other employments profitable to the commonwealth," and if the children were being taught "to read and to understand the principles of religion and the capital laws of the country" (Cubberly, 1934, p. 17). Those parents and masters who refused to account for the education of their charges were to be fined (Rippa, 1976). Whereas this act of 1642 did not require towns to establish schools, nevertheless, the government had expressed official concern for the education of the children. The provision for education, however, was still with the home (Rippa, 1976).

In 1647, the Massachusetts legislature passed the "Old Deluder, Satan" act that required each town having as many as fifty families to appoint and support a teacher of reading and writing, and each town having as many as one hundred families to provide a Latin grammar school to prepare boys for study at Harvard (Cubberly, 1934; Lockerbie, 1972). "For the first time among English-speaking people, there was the assertion of the right of the state to require communities to establish and maintain schools, under penalty of a fine if the community refused to do so" (Cubberly, 1934, p. 18). This act served as the first legal basis of a public school system in Massachuetts (Rippa, 1976). In the first quarter-century of its existence, the New England colonies made the transition from a theocracy to a democracy (Lockerbie, 1972).

As the first generation of well-educated settlers died, the original religious impulse waned, common schools fared badly, and the Latin grammar schools fared worse. Schooling reverted to the Old English tradition: schooling in the home from literate parents, apprenticeship to a trade, and later to a town schoolmaster for secondary instruction in a grammar school to prepare the child for college (Eavey, 1964). If the parents were incapable of teaching, the child might be sent to a "dame school" in which reading and writing were taught. More often, illiterate parents perpetuated illiterate children. In those homes where the parents were not Christian, religious instruction was lost altogether (Lockerbie, 1972).

Middle Colonies

The middle colonies were made up of New York, Pennsylvania, New Jersey, Delaware, and Maryland. These colonies were characterized by religious diversity which led to educational diversity. The predominant educational pattern in the middle colonies was parochial education by the various religious groups (Gangel & Benson, 1983). Education generally followed sectarian lines with each religious group educating its own children in its own churches and schools (Rippa, 1976).

In contrast to the classical education of New England schools, the emphasis in the middle colonies was on the practical and vocational (Gangel & Benson, 1983). In some cities, especially Philadelphia, private schools without sectarian interests were established to provide training in

academic areas not offered in the parochial schools (Gangel & Benson, 1983; Rippa, 1976). For the first time in colonial America, academies were established as terminal secondary schools rather than for preparation for college (Gangel & Benson, 1983). There were a few charity schools for children of the poorer classes, but by and large, the growth of education in the middle colonies was slow as compared to that in New England (Rippa, 1976).

New York.

In New York, the Dutch came to the New World primarily as traders, especially interested in the lucrative fur trade with the Indians. Trade and commercial interests dominated the colony, to the neglect of both religion and education (Sweet, 1950), certainly lagging far behind the Massachusetts Bay Colony (Rippa, 1976). At the time of the colonization of America, Holland was the most liberal country in Europe and this liberal religious policy attracted colonists with diverse religious views making New Netherland a refuge for persecuted sects (Rippa, 1976; Sweet, 1950).

In the midst of this religious diversity, the Dutch Reformed Church established churches with their parochial schools to perpetuate the creed of the Dutch Reformed Church. This close church-school relationship was characteristic of Dutch education in colonial America (Eavey, 1964; Rippa, 1976). The Dutch Reformed Church examined and appointed teachers, enforced adherence to its creed, and managed its schools (Eavey, 1964). The curriculum strongly emphasized religious training, especially the catechism (Rippa, 1976).

Girls attended Dutch schools on the same basis as the boys, though they recited in separate classes (Rippa, 1976). The Dutch pattern of education (spiritual instruction in the home by the parent, in the schools by the schoolmasters, and in the churches by the minister) persisted until the Dutch were conquered by the English in 1664 (Eavey, 1964).

After the English conquest, the Anglican attitude of "laissez-faire" replaced the commitment of the Dutch Reformed church to the education of its children. The English did "absolutely nothing" as far as education was concerned (Rippa, 1976, p. 36); consequently, New York moved predominently toward private non-sectarian instead of parochial education (Gangel & Bensen, 1983).

Pennsylvania.

In Pennsylvania, both the Germans and the Quakers stressed the importance of a practical education coupled with the inculcation of religious beliefs (Rippa, 1976). Generally, the ministers were also the teachers in the parochial schools, and instruction was limited to reading, writing, and the catechism (Eavey, 1964). In 1683, the Pennsylvania legislature passed a law providing for a system of public schools; however, it was never implemented because of the diverse interests in the heterogeneous religious structure of the state (Rippa, 1976).

In Pennsylvania, the predominant religious and educational influence was that of the Quakers whose tolerant attitude encouraged others to settle there (Rippa, 1976). The Quakers sought complete separation of church and state in

contrast to the government of Massachusetts which had been patterned after the ancient Jewish theocracy in which church and state were integrated (Sweet, 1950). Another difference between the Quakers and the Puritans was their view of the child. The Quakers treated him as an individual, a person, and a child (Gangel & Benson, 1983) instead of a depraved creature in need of salvation as the Puritans had done. The Quaker communities provided parochial elementary schools in which children were taught reading and writing using the Bible or Pastorius' New Primer (Rippa, 1976). The Quakers dressed in absolute simplicity, abhorred class distinction, and resisted war, oaths of any kind, and capital punishment (Rippa, 1976).

The Quakers rejected the need for a learned ministry to interpret religious truths, believing that even the most humble man could speak with God. Quakerism reduced theology to a belief in the supremacy of the human conscience (Rippa, 1976). Twice a week, the Quakers went to their meeting house and waited in silent meditation for the guidance from the Inner Light within; ritual and sermon were not necessary (Rippa, 1976).

Conclusion.

The Middle Colonies did not sense the degree of urgency about the education of their children that the New England colonies did. Consequently, education did not demand the same priority. When schools were started, they were generally parochial or private and emphasized the practical rather than the classical. The role of the home in the

education of the child was greatly diminished in the Middle Colonies in contrast to that in the New England Colonies.

Southern Colonies

In the southern colonies, education was considered a private and individual concern rather than a civil or religious matter. The Anglican church, which was the predominant religious force in the south, furnished schooling on a charity basis only to the children of those settlers who could not afford to pay for it. Charity schools were founded by Anglican missionary societies, such as the Society for the Propagation of the Gospel in Foreign Parts (Rippa, 1976).

In Virginia, the primary source of education was literate parents. To supplement home instruction, there were a few Latin schools, instruction in the catechism by the clergy, and apprenticeship to masters (Lockerbie, 1972). The colonists in Virginia believed in the English practice of providing no education for the poor except for apprentices, and letting the rich educate their children through private tutors, grammar schools, and colleges, without assistance by either church or state (Eavey, 1964).

Conclusion

To demonstrate that home education is not a new idea, three diverse historical periods have been reviewed concerning their involvement in home education. From this review of history, it can be observed that what is happening in this decade is a revival of home education, rather than the development of a revolutionary educational idea. A significant difference exists between home education

historically and presently. Previously, education at home was usually the only viable option available. Presently, home education is being selected from the diversity of available educational options as a matter of choice rather than of necessity.

Legal Provision for Homeschooling

This section will examine the legal foundation upon which home education rests. Supreme Court decisions, which have national jurisdiction, will be analyzed first. Lower court rulings, which apply only in their jurisdiction, as well as provide legal guidelines for cases in other jurisdictions, will then be cited.

U. S. Supreme Court Decisions

The Supreme Court has not decided any cases specifically about home education; however, some of the cases that have been decided have established legal precedent which is applied to similar cases, both before the Supreme Court and the lower courts. Those Supreme Court decisions that are relevant to home education will be considered in this section, and lower court decisions will be considered in a subsequent section.

Right of a Private School to Exist

In 1922, the state of Oregon passed a law that required its children to attend "public schools only." Three years later, the Supreme Court was asked to decide whether the state did have the power to require that its children attend only public schools rather than schools of parental choice. In the landmark case, Pierce v. Society of Sisters (1925),

the freedom for private education to exist concurrently with public education was won by these words taken from the Supreme Court decision:

> The fundamental theory of liberty, upon which all governments in this union repose, excludes a general power of the state to standardize its children by forcing them to accept instruction from public schools only.

Nolte (1971, p. 27) explained the significance of this decision:

> The court ruled that states may regulate schools, but the state may not force children to attend public schools only . . . . This case did for private elementary and secondary schools what the Dartmouth College case (Trustees of Dartmouth College v. Woodward, 1819), had done earlier for private higher education, given it the right to exist as an alternative to public education.

Parent's Right to Choose

Pierce in 1925, officially recognized the fundamental right of parents to choose the means by which their child would be educated:

> The child is not the mere creature of the state; those who nurture him and direct his destiny have the right coupled with the high duty, to recognize and prepare him for additional obligations. (Pierce v. Society of Sisters, 1925).

Subsequent Supreme Court decisions have supported the opinion handed down in Pierce:

> The parent has the right to direct the education of his own child without unreasonable restrictions. (Farrington v. Tokushige, 1927).

> Parents have the right to direct the religious upbringing of their children . . . . This case involves the fundamental interest of parents, as contrasted with that of the state, to guide the religious future and education of their children. (Wisconsin v. Yoder, 1972).

From the aforementioned Supreme Court decisions, the parent's right, especially a "fundamental right," to choose how their child will be educated, has been legally affirmed.

State's Right to Regulate

The Supreme Court has unequivocally affirmed the right of the parent to choose the means by which his child will be educated; however, it has also established the right of the state to regulate that education, primarily through compulsory attendance legislation.

In Meyer v. Nebraska (1923), the Supreme Court ruled in reference to the state's right to regulate: "The power of the state to compel attendance at some school and to make reasonable regulations . . . is not questioned." The state's right to regulate was assumed. "In fact, no Supreme Court litigant successfully questioned compulsory attendance until Yoder in 1972" (Wagner, 1979, p. 19).

In Cantwell v. Connecticut (1940), regulation of even religious conduct was upheld by the Supreme Court:

> Freedom to believe is absolute; freedom to act in accordance with one's beliefs cannot be absolute. Some conduct dictated by one's sincerely held religious beliefs remains subject to government regulation for the protection of society.

In West Virginia State Board of Education v. Barnette (1943), the Supreme Court ruled in favor of restraint of the state's power to control its citizens:

> Individual liberty must transcend the right of the state to control the minds of its citizens, particularly if the citizens are children of tender years.

Another application of this ruling was that a compulsory attendance law may be generally valid, but in a unique situation, it may be invalid. This was the conclusion reached in Wisconsin v. Yoder (1972). Wisconsin's compulsory attendance law was ruled valid, but as applied to the Amish, it was ruled invalid.

The Supreme Court has recognized both the right of the parent to choose, and the right of the state to regulate. Much litigation relates to the balancing of these two recognized rights as they apply to specific legal situations.

In a recent editorial in the Greenville [SC] News, (Schooling, 1986, October 13), a member of the South Carolina Board of Education summarized this dilemma as follows:

> The state has an obligation to make sure home-instructed children are given an educational opportunity equal to that offered by the public schools but parents have a right to educate their children at home if they can give them a comparable education.

First and Fourteenth Amendment Rights

The First Amendment to the United States Constitution has been the focal point of a number of Supreme Court decisions, as well as a majority of lower court rulings that will be considered in the next section. The First Amendment makes the following provisions:

> Congress shall make no law respecting an establishment of religion; or prohibiting the free exercise thereof.

The Fourteenth Amendment places the same restriction on the states as that placed on the Congress by the First Amendment. This provision is frequently used by home school families seeking injunctive relief from state regulation they

view as oppressive.

> No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

In Everson v. Board of Education (1947), the United States Supreme Court declared for the first time that "the free exercise clause of the First Amendment, was applicable to the states, as it was to Congress, through the due process clause of Fourteenth Amendment" (Wolte, 1971, p.47). This ruling meant that neither the Congress nor the states could make any law that interfered with an individual's religious rights without due process of law.

The first significant test of the relationship between the first and the Fourteenth Amendments was in the widely known cases concerning prayer and Bible reading in the public schools: Engel v. Vitale (1962) and Abington v. Schempp and Murray v. Curlett (1963).

The Supreme Court ruled that required prayer and Bible reading in the public school were unconstitutional because they violated protected First Amendment rights. In the words of Warshaw (1971), "The government is obligated to protect religious rights, without fostering a state religion; the free exercise of religion clause must be respected, even as the establishment of a state religion is to be avoided" (p. 32). In many court cases concerning the rights of parents to educate their children at home, these same First and Fourteenth Amendment rights are being relied upon by

Christians to gain favorable court rulings.

Although the Supreme Court has not ruled on a home school case, it did review the case of Johnson v. Charles City Community Schools Board of Education (1985), regarding an Iowa statute that provided a religious exemption from compulsory attendance legislation to groups isolated from mainstream American life, such as the Amish who had a three hundred year history of such isolation, to allow them to educate their children at home (The Guardian, 1986). After reviewing the case, the Supreme Court chose not to rule on it, thereby allowing the Iowa statute to stand. This action effectively excluded all religious groups but the Amish from the benefits of this exemption.

The decisions the Supreme Court have made, though not relating to home education specifically, have established the legal foundation for home education on regional, state, and local levels. Lower court rulings interpret these Supreme Court decisions as they relate to local legal situations. The following section will examine some of these lower court rulings as they relate to home education.

Lower Court Rulings

While lower court rulings do not have the breadth of application of Supreme Court decisions, they are valid within their jurisdictions. Since there are numerous courts deciding these legal issues, there are often diverse and contradictory opinions on similar legal questions. These opinions subsequently serve as guidelines for other courts that have to make decisions about similar legal cases.

These lower court rulings will be considered under the following topics: (a) parents' right to teach their children, (b) state's right to regulate private education, (c) exemption based on first amendment rights, (d) exemption based on non-first amendment rights, (e) definition of terms: school, home school, equivalent, qualified, (f) conclusion: Is home education legal?

Parent's Right to Teach Their Children

In 1887, the Illinois Supreme Court in Trustees of Schools v. People, declared:

> The policy of our land has ever been to recognize that the [parent's] natural affections and superior opportunities of knowing the physical and mental capabilities and future prospects of his child will ensure the adoption of that course which will most effectively promote the child's welfare.

In 1893, the Massachusetts Supreme Court in Commonwealth v. Roberts, acknowledged and upheld the liberty of parents to instruct their children at home.

More recently (1976), the Ohio Supreme Court, ruled in State of Ohio v. Whisner:

> Thus it has long been recognized that the right of a parent to guide the education, including the religious education, of his or her children is indeed a "fundamental right."

In 1978, in one of the most publicized cases about home education, Perchemlides v. Frizzle, the Massachusetts Supreme Court ruled concerning parental rights:

> Parents have the right to choose from the full range of educational alternatives [non-religious as well as religious] for their children.
>
> The plaintiffs have a right . . . to home education for their child, and this right bears constitutional protection.

> Under our system, the parents must be allowed to decide whether public school education is desirable or undesirable for their children.
>
> It is the parents' constitutional right to decide how their own children shall be educated.

In 1983, the South Carolina Supreme Court, in Calhoun County Department of Education v. Page, ruled:

> The parent's right to teach his children in a home school is a basic constitutional liberty guaranteed by the United States constitution; especially the Fourteenth Amendment.

State's Right to Regulate Private Education

All fifty states have compulsory education [attendance] laws. There have been a number of court cases which have sought to clarify what "compulsory attendance" means and how that requirement can best be met.

In 1948, in Rice v. Commonwealth, the Virginia Supreme Court ruled: "the state may resort to what is generally referred to as compulsory education or school attendance of children."

In 1979, in Kentucky State Board of Education v. Rudasill, the Kentucky Supreme Court ruled in favor of the parent: "No man shall be compelled to send his child to any school to which he shall be conscientiously opposed."

In 1981, in State v. Faith Baptist Church, the Nebraska Supreme Court ruled the state did have the authority to regulate private education: "Parents do not have the right to be completely unfettered by reasonable governmental regulations as to the quality of education furnished." Subsequent to this decision, in 1984, the Nebraska Department of Education modified its position, and announced:

> Parents with a sincerely-held religious conviction against state educational standards can privately educate their children by day school or home school as long as the children are taught the equivalent branches of learning and are submitted to periodic state testing.

In 1983, in State ex rel. Douglas v. Bigelow, the Nebraska Supreme Court held that the defendant should be permanently enjoined from operating a school in her home, and this enjoinment did not interfere with her First Amendment rights.

In 1983, in Duro v. District Attorney, the United States Court of Appeals, Fourth Circuit, held:

> The state of North Carolina demonstrated sufficient interest in compulsory education to override [the] religious interest of [the] parent who refused to enroll his children in either public or nonpublic school.

In 1984, in Braintree Baptist Temple v. Holbrook Public Schools, the United States District Court, District of Massachusetts, ruled:

> The Massachusetts scheme for approving religious schools did not violate the rights of the parents at the school to educate their children.
>
> The State may require that attendance at private schools, if it is to satisfy state compulsory education laws, be at institutions which provide minimum hours of instruction under supervision of teachers with specified training and covering certain prescribed subjects.

In 1985, in Fellowship Baptist Church v. Benton, the United States District Court, S. D. Iowa, ruled:

> Any infringement on free exercise of religion was overridden by state's interest in knowing whether its children were attending school and receiving an adequate education.

Parents have the right to teach their children at home, but the state has the right to require attendance at school; the means by which these contradictory rights are accommodated brings many litigants to court.

Some states have upheld compulsory attendance statutes and accommodated home education by granting it an exemption from a generally valid state statute. The basis upon which an exemption is granted varies considerably.

Exemption Based on First Amendment Rights

The most frequent basis, especially in the last ten years, for granting an exemption from compulsory attendance requirements, has been First Amendment rights.

In 1976, in State v. La Barge, the Vermont Supreme Court ruled: "Compulsory attendance requirements must yield to First Amendment concerns, even equivalency, both teacher qualifications and student requirements."

In 1980, in State v. Nobel, the Michigan District Court, ruled:

> "The state's interest in uniformity in education is not sufficiently compelling to justify enforcement of the compulsory attendance law or teacher certification requirements against a family educating their children at home." [First Amendment rights were the concern.]

In 1983, in State v. Tollefsrud, a Minnesota County Court ruled: "Home education is a protected religious exercise."

In 1985, in Johnson v. Charles City Community Schools, the Iowa Supreme Court ruled:

> A religious exemption from the compulsory attendance law, including certification, may be granted to members of an established religious denomination who show that the principles of their faith differ substantially with the compulsory attendance requirements. This court has limited the interpretation of this statute to the Amish.
>
> Parents attending fundamentalist church schools were not similarily circumstanced to the Amish who were granted statutory exception to a state compulsory attendance law, and thus the state was fully justified in denying parents such an exception.

This ruling effectively excluded all religious groups, except the Amish, from this exemption.

Although First Amendment rights are a common basis for being granted an exception to compulsory attendance requirements, Zirkel & Gluckman (1983, p. 38) found that sometimes this is not the case:

> The courts have generally upheld the constitutionality of their respective compulsory education statutes against the free exercise claims of parents [an exception being State v. Nobel].

Exemption Based on Non-First Ammendent Rights

Most courts have rejected parental claims of a nonreligious constitutional right to educate their children at home [an exception being Perchemlides v. Frizzle]. In spite of this reluctance to grant exemptions on bases other than First Amendment rights, it has been done. For example, in the following court cases, exemptions were made.

In 1893, in Commonwealth v. Roberts, the Massachusetts Supreme Court interpreted the state statute on compulsory education to mean "home education is permitted as an exception if given by the parents themselves; provided it is given in good faith and is sufficient in extent."

In 1927, in Parr v. Ohio, the Ohio Supreme Court ruled: "A child would be exempted from attendance at a public school if he is being instructed at home by a qualified person in the subjects required by law."

In 1953, in People v. Turner, the California Supreme Court ruled: "Parents must send their children to a public or private school meeting certain prescribed conditions, or a child may be instructed at home by a person having a valid state credential for the grade taught."

In 1981, in State v. Riddle, the West Virginia Supreme Court ruled: "Parents are required to comply with local educational standards, i.e., required reports, to be granted exemption from compulsory education statutes." The West Virginia statute explicity permits home instruction, provided that the county board of education approves the quality of that instruction (Zirkel & Gluckman, 1983). The Riddles challenged the West Virginia statute on both First and Fourteenth Amendment grounds. They lost the case, however, primarily because they had not followed the procedural requirements of the West Virginia Statute regarding local approval.

In 1983, in State v. McDonough, the Supreme Judicial Court of Maine held that home education is a constitutionally proper means of complying with the compulsory attendance statute, but it must have prior approval by local school authorities.

In 1983, in Duro v. District Attorney, the United States Court of Appeals, Fourth Circuit, ruled:

> The state of North Carolina maintained a compelling interest in compulsory education for children of the state of a sufficient magnitude to override religious interests of a parent who refused to enroll his child in a public school or available nonpublic school on the basis that exposing his children to others who did not share their religious beliefs would corrupt them.

In consecutive years, the Nebraska Supreme Court, exerted its power to regulate home education by three similar court decisions.

In 1983, in State ex rel. Douglas v. Bigelow, the Supreme Court of Nebraska ruled: "The defendant is permanently enjoined from operating a school in violation of the laws of Nebraska."

In 1984, in State ex rel. Douglas v. Morrow, the Supreme Court of Nebraska ruled:

> The state of Nebraska was entitled to an injunction enjoining a father from operating a private school for his children of school age without compliance with state law in that he did not possess a state teacher's or administrator's certificate.

In 1985, in State ex rel. Douglas v. Wiener, the Supreme Court of Nebraska ruled:

> The state does have the authority to enjoin a family from operating a private home school in continuing and flagrant violation of the State Department of Education rules and regulations and Nebraska statutes.

This ruling became moot, because in the meantime, the State Department of Education's rules and regulations had been revised so that the Wiener family was no longer violating state statutes. However, the state's power to regulate home education had been upheld.

From the above citations, it can be observed that the basis upon which a family is granted the privilege of

teaching its children at home varies from state to state, case to case, and year to year.

Definition of terms

Most home school litigation focuses on the interpretation of the terms used in compulsory attendance statutes. The terms most frequently litigated in home school cases are the following.

What is a "school"?

In 1904, the Indiana Appellate Court in State v. Peterman defined a school as:

> a place where instruction is imparted to the young, and the number of persons, whether one or many, does not make a place where instruction is imparted, more or less a school.

This case recognized home education as an option:

> If a parent employs and brings into his residence a teacher for the purpose of instructing his child, and such instruction is given as the law contemplates, the meaning and spirit of the law has been fully complied with.

In 1912, the Washington [state] Supreme Court in State v. Counort, ruled: "What constitutes a private school is not to be determined by the place where the school is maintained, nor the individuality or number of pupils who attend it."

In 1938, the Illinois Supreme Court in Turnverein Lincoln v. Board of Appeals, defined a school as, "a place where systematic instruction in useful branches of learning is given by methods common to schools and institutions of learning, which would make the place a school in the common acceptance of that word."

In 1950, the Illinois Supreme Court in People v. Levison, defined a school as "a place where instruction is imparted to the young, and the number of persons being taught does not determine whether the place is a school." The Court found that home instruction complies with the compulsory attendance law if the instruction can meet the private school requirement (Lines & Bray, 1983).

In 1959, the Washington [state] Supreme Court was once again called upon to define a school in Shoreline School District v. Superior Court, and gave this definition: "A school is an institution consisting of a teacher and pupils, irrespective of age, gathered together for instruction in any branch of learning."

In 1969, an Indiana Appellate Court in Lawrence v. Cain, held that:

> School is a generic term, denoting an institution or place for instruction or education, or the collective body of instructors and pupils in any such place or institution. It is an institution of learning of a lower grade, below a college or university."

By the decade of the nineteen eighties, the need for a more precise definition of "school" had become evident. Although all states require their children to attend school, they have yet to agree on what "school" means. This decade has witnessed a number of cases that have attempted to clarify what "school" means in language that all can understand (Lines & Bray, 1983).

In 1983, in State v. Edgington, the New Mexico Court of Appeals defined a private school as follows:

> A private school means a school offering programs of instruction not under the control, supervision or management of a local school board, exclusive of home instruction offered by the parent, guardian, or one having custody of the student.

In 1983, Georgia in Roemhild v. State, and Wisconsin in State v. White and State v. Popanz, declared their compulsory school attendance law "void for vagueness" in that it failed to define "private school." The Georgia court also held that the law impermissibly delegated authority to local officials by allowing them to judge, without written criteria, which private programs would be acceptable.

In 1985, three more states, Minnesota in State v. Newstrom, Missouri in Ellis v. O'Hara, and Iowa in Fellowship Baptist Church v. Benton, declared at least part of their compulsory attendance law "void for vagueness." "Void for vagueness" means that an individual has not been afforded due process of law because the statute under consideration did not adequately distinguish between permissible and impermissible conduct.

Because of confusion about what is a "school", Lines & Bray (1983) have suggested two courses of action for state legislatures: (a) substitute the concept of compulsory education for that of compulsory school attendance, and (b) tighten statutory language to avoid misinterpretation. Barrett (1985) has authored a suggested Home Education Act for legislators considerating home school legislation, a copy of which is found in Appendix A.

Is a home school a "school"?

There is as much divergence of opinion about the answer to this question as there was concerning the definition of a "school."

In 1912, in State v. Counort, the Washington [state] Supreme Court declared, "Home instruction is not attendance at a private school within the meaning of the attendance statute because the words private school mean more than home education."

In 1950, in People v. Levisen, the Illinois Supreme Court ruled, "Home instruction complies with the compulsory attendance law, if the instruction can meet the private school requirements"; if not, the demands of the compulsory attendance law are not met.

In 1982, in State v. Browner, the Oregon Supreme Court specifically excluded children being instructed by a parent or private teacher from its definition of a "school."

In 1982, in Grigg v. Commonwealth, the Virginia Supreme Court affirmed:

> Home instruction by parents did not constitute attendance at a private school for purposes of compulsory school attendance . . . . Home instruction by unapproved tutor or teacher does not qualify for exemption under compulsory school attendance law.

In 1983, in State v. Edgington, the New Mexico Court of Appeals affirmed the compulsory school attendance law that specifically excluded home schools from the definition of "private school."

In 1983, in In Interest of Deeter, the Kansas Supreme Court ruled, "Home instruction was not school within the

meaning of compulsory education statutes which define nonpublic schools."

In 1968, in Murray v. State of Arkansas, the state Supreme Court ruled, "home study would not constitute a school within the meaning of the statute . . . and that the statute was not unconstitutionally vague."

In 1985, two states, North Carolina and Florida, came to different conclusions concerning whether a home school was a school.

In Delconte v. State, the North Carolina Supreme Court ruled:

> Home instruction of children met statutory requirements for complying with compulsory attendance by attendance at a nonpublic school.
>
> Statutes dealing with the satisfaction of compulsory school attendance by attending religious schools or qualified nonpublic schools do not prohibit home instruction as a means of complying with compulsory attendance law.

In effect, a home school is a nonpublic school and must meet the statutory requirements of a nonpublic school.

In State v. Bourkeas, the Florida District Court of Appeals came to a different conclusion:

> The compulsory school attendance statute clearly prohibits an unqualified parent from teaching a child at home under the guise that a private school has been established. A home school is not a private school.

In August, 1985, in Tarrant County, Texas, the 17th Judicial District Court in a class action suit, Leeper, et al. v. Arlington, declared:

> A school-aged child residing in the state of Texas who is regularly and diligently pursuing in the child's home a written curriculum of either a private

> or parochial school in which the child is enrolled which exists apart from the child's home or which has been obtained from other sources, said curriculum following a regular plan of instruction designed to meet basic educational goals of reading, language arts mathematics and a study of good citizenship, is considered to be in attendance upon a private or parochial school within the meaning of the language of the Texas Education Code.
>
> The Court also finds that if a parent furnishes to any public school attendance officer upon his written request the results of a nationally normed standard achievement test . . . showing that the child is making reasonable academic progress for that child, then this furnishing shall establish that the child is regularly and diligently pursuing the curriculum being taken.

These new decrees are part of an "Agreed Interlocutory Judgment" that will be in effect until the Texas legislature is able to enact new legislation regarding home education, sometime early in 1987. Until then, home education will be legal in Texas. This case has sparked a massive campaign of opposition, led by the Texas Coalition for Home Schools (Mussie, 1986), expecting the class action suit to produce more restrictive regulation, which it still might do. This case was heard in court in January 1987, but will not be ruled on until after March 1987.

What is "equivalent" instruction?

A typical compulsory attendance statute requires that children of that state be educated in a public school, a private school, or home school that provides an education equivalent to public school education, without ever defining what equivalent means. A number of court cases have sought to resolve that vagueness through judicial clarification.

In 1966, in State v. Garber, the Kansas Supreme Court ruled: "The parent may educate his child outside the public schools, but the method he chooses must be equal [equivalent] to that the child would receive in the public schools."

In 1967, in State of New Jersey v. Massa, the New Jersey Supreme Court ruled:

> Home instruction is permitted if it is equivalent to that available in the public schools, and [in this case] the defendant's daughter is receiving an education equivalent to that available in the public schools."

In 1976, in Whisner v. State Board of Education, the Ohio Supreme court recognized that required "equivalence" might destroy the private school:

> A state may not require equivalence or comparability between private and public educational resources, programs, or goals because it would effectively eradicate the distinction between public and nonpublic education.

In 1981, in State v. Moorhead, the Iowa Supreme Court ruled: "The term equivalent is defined to mean instruction which is equal in kind and amount to that provided in the public schools."

In 1983, in In Interest of Sawyer, the Kansas Supreme Court appropriately ruled that this home school [cited in the case] was not "equivalent":

> Evidence supported [the] finding that a system of education which consisted only of unaccredited, unplanned, and unscheduled home instruction, with uncertified teacher, did not satisfy requirements of compulsory school attendance law.

In 1983, in Matter of Kilroy, a New York Family Court ruled:

> If parents choose to educate their children at home rather than in public schools, the education must be substantially equivalent to that of public schools and in order to establish that equivalency, an on-site evaluation of the home must be made by the committee on evaluation of nonpublic schools. If the parents refuse, they will fail to carry their burden of proving the equivalency of the home education, and thereby lay open the prospect of an adjunction that their children are educationally neglected.

In 1985, four court cases focused on the issue of "equivalence" and the vagueness inherent in the term.

In Matter of Chapman, the Family Court in Delaware County, New York, held:

> In the absence of sufficient evidence about the nature and quality of instruction available at the public school for children of the age and attainments like those of subject children, it could not be determined whether home instruction program was not substantially equivalent to public school program.

In Mazanec v. North Judson-San Pierre School Corporation, the U.S. District Court in Indiana ruled: "Education provided mother's children in home school environment constituted instruction equivalent to that given in the public schools under Indiana law."

In Ellis v. O'Hara, the U.S. District Court in Missouri ruled: "The statute requiring that the level of instruction of a child educated at home be substantially equivalent to that in local schools was unconstitutionally vague and thus void."

In Fellowship Baptist Church v. Benton, the United States District Court in Iowa ruled that "equivalent instruction" is unconstitutionally vague and may not be used as a compulsory education requirement without further definition.

Since the courts have not been able to agree on the meaning of "equivalent," litigation and legislation will continue in an attempt to define with greater precision what the term means. Until this is accomplished, whether home education is "equivalent" education will vary from state to state and court to court.

As an example of an attempt to define with greater specificity the meaning of "equivalent education," in September 1986, the Michigan State Board of Education approved a memorandum that stated "a comparable program of instruction" was one that complied with state-approved courses of instruction and procedures of accountability.

To demonstrate the importance of an adequate definition of this term, a member of the South Carolina State Board of Education, recently (Schooling, 1986, October 13) described "comparable education" as the "battleground of home education up to this point" (p. 6A).

What is a "qualified" teacher?

Another concern about home education is whether a parent is qualified or competent to teach his children.

In 1977, in Matter of Franz, the New York Supreme Court ruled that "a parent must be competent, but not certified."

In 1985, in Fellowship Baptist Church v. Benton, the United States District Court in Iowa said about teacher competency:

> The certificate is no guarantee that everyone who holds one is a competent teacher. While certification does not assure us that every teacher is a good teacher, it appears to be the best method now available to satisfy the state's prime interest

> in seeing that its children are taught by capable persons.

In 1986, in State v. Patzer, the Supreme Court of North Dakota ruled:

> Teacher certification requirements burdened parents' freedom of religion, but teacher certification was among the least personally intrusive methods to satisfy the state's compelling interest in education.

The opinions by these courts represent a general consensus about requirements for teachers, both in the conventional school and the home school. The term "certified" is much easier to define than either "qualified" or "competent." "Qualified" and "competent" are often found in compulsory attendance legislation without specific legal definition; hence, the necessity of litigation or legislation to clarify what these terms mean.

The legality of home education often depends on the answers to the questions presented in this section. Because of the vagueness inherent in these terms, they will continue to be the focus of legal activity in the foreseeable future. Until a legal consensus about the meaning of these terms can be reached, ambiguity and vagueness will dominate the question of the legality of home education.

Conclusion: Is Home Education Legal?

The answer to this question depends on the state and school district in which a person lives. Feinstein (1986) says, "After years of court and legislative battles, most of the strictures that kept parents from teaching at home have been swept aside" (p. 22), thereby, giving parents greater freedom to teach their children at home.

The most recent summaries of the legal status of home education (Klicka, 1985; Lines, 1986) gives this information about the legality of home education:

1. States that have recently ruled at least part of their compulsory attendance statute "void for vagueness":

   1983: GA, WI
   1985: IA, MN, MO

2. States that have passed home school legislation this decade:

   1982: VT
   1983: AZ, MS, MT, WI, WV
   1984: GA, VA
   1985: AR, FL, OR, NM, RI, TN, WA, WY
   1986: MI, SC, TX (taken from court brief)

3. States that have legislatures which are considering [in 1986] proposed home school legislation favorable to parents: AL, CO, HI, IA, ID, KS, MD, MN, ND, PA.

4. States that require all schools, including home schools to have a certified teacher involved in the instructional process: IA, MI, ND.

5. States that require home schools to be approved by local district or school board: AK, CN, CO, DE, HI, ID, MA, ME, MI, MD, NH, NJ, ND, OH, PA, RI, SC, VT.

The legality of home education is going through a time of rapid change; the legal status of home education varies almost daily. The Supreme Court has provided the foundation for the existence of home education by its decisions, from Pierce to Yoder, that span a half century. Subsequently, the lower courts have applied these legal principles to particular situations in the various states. How to achieve a balance between a state's right to regulate, a parent's right to choose, and the least burdensome means to accommodate these rights will occupy lower court dockets for years to come.

At a future time, the Supreme Court may have to render a decision on home education and thus establish national precedent, but, until then, the legal status of the movement will be characterized by vagueness, inconsistency, and change.

Psychological Aspects of Home Education

Although a school is primarily an institution that meets academic needs, other needs are accommodated there as well. When students come to school, they continue to have psychological needs which must not be neglected, even in the pursuit of academic excellence. The psychological needs mentioned most often in relationship to home education are those of the socialization of the child, and the age at which the child should enter school. These two needs of children will be the subject of this next section.

Socialization of the Child

The question about the socialization needs of the child is asked more frequently of home school families than any other question (Helwig, 1986; Taylor, 1986). Kearney (1984) labeled socialization "the major concern people have about education at home" (p. 17). Jasper (1985) agreed that an often expressed concern about home education was that children schooled at home would miss out on important social interaction with their peers. Feinstein (1986) expressed the concern that "home schoolers can easily become social isolates" (p. 1.). Taylor (1986) concluded from his study that few children educated at home were socially deprived. Moore (1984) admitted that some people challenged home

schools on the basis of how well socialization needs were being met. He refuted this challenge by contending that such concerns are unsubstantiated. In spite of this refutation, socialization will probably continue to be one of the most misunderstood aspects of home education.

Most home school families would agree that socialization is an important issue (Helwig, 1986), and that social interaction with other families needs to be encouraged "since the average family today is rather small and may not provide the child with sufficient social activity with other children his own age within the family" (Jackson, n.d., p. 1). Conversely, in our busy urban society, it may be a greater challenge to provide quiet time at home for the child than it would be to provide enough socialization opportunities.

John Holt (1983a, p. 18A) defended the social life of the child educated at home:

> Home-schooled children have an active and healthy social life. They are friends with many children; some their own age, others younger or older. They are more likely to have adult friends and [to] have more contact with the adult world, including the world of work. They are more at ease in social situations.

Moore (1984) said that "studies indicate that parents who provide reasonable and responsive home environments, produce children who display confidence and sense of direction, often becoming leaders" (p. 19). Westerhof (1984), a home school mother in Michigan, described the socialization of her children this way: "Our children have no trouble socializing with people their own age, but [also socialize with] many different ages and from different

societies and cultures" (p. 7).

Kearney (1984, p. 19) a home school mother of a gifted child, gave this advice to home school families about the socialization of their children:

> Remember, your child needs social experiences with people of all ages. Give him or her opportunities to associate with other children in such activities as 4-H, Scouts, Sunday School, dance or music classes, as well as opportunities to play informally with others.

She continued to describe the benefits of home school socialization:

> Homeschooling allows our children to cope with society in general, not just their own peers in a controlled environment. It's real life socialization rather than an institutionalized program. They interact with many different age groups. It presents a more realistic picture of what life is about (p. 17).

Moore & Moore (1984b, p. 64) contended that, contrary to popular opinion:

> Children are not best socialized by other children.
>
> Through the ages, genius and leadership have most often been found in children who spent their time primarily with adults and children within their own families.

In a more recent source, Helwig (1986) quoted Moore, "This pervasive idea that children are better socialized and adjusted if they are constantly surrounded by their peers is an extravagant myth" (p. 19). In another reference, Moore & Moore (1984a) contended that the more people there are around the child, the less opportunity for meaningful social interaction.

In a number of other sources, Moore argued that when a child, at least until fifth or sixth grade, spends more elective time with peers than with parents and other

meaningful adults, he becomes dependent on those peers by a process called negative socialization (Moore, 1982, 1984, 1985a). Moore further argued that the child who was sent to kindergarten or first grade with groups of his peers, would in all probability, be negatively influenced by their manners, habits, speech, dress, rivalry, and ridicule (Moore & Moore, 1984a). This early peer influence generally breeds indifference to family values and defiance of parental discipline. Moore concluded that "the trend toward separating little children from their parents and substituting the age-segregated peer group as the source of social values is a deceitful and dangerous form of child abuse" (Moore & Moore, 1984a, p. 158). Wiggin (1984) described the result of public school socialization as, "a loss of self-worth, a lack of respect for parents, a loss of personal optimism, and loss of trust in one's peers" (p. 8).

What negative aspects of institutionalized socialization do children educated at home avoid? Holt (1983, p. 10A) said they avoid:

> the social life of the school; generally snobbish, conformist, mean-spirited, fickle, ruthless, cruel often violent, obsessed with competitive consumption, sex, and the use of harmful and often dangerous drugs.

It seems that a lack of socialization opportunities may be a positive rather that a negative aspect of home schooling.

Bumstead (1979) described the public school educator's probable response as, "This is the real world and children must learn to function in it" (p. 98). The home school parent would probably respond, "That may be true, but if the

child develops a strong self image in the home school first, he will be self-sufficient and peer independent rather than peer dependent and, therefore, free from peer domination." Taylor (1986) found in his study that the self-concept of home-schooled children was significantly higher than that of conventionally schooled children.

What about peer pressure? At what age does a child need to learn to stand against peer pressure; 7, 8, 9, 12, 14? These questions were answered by Kiser (1985, p. 1):

> Peer pressure is a permanent part of life. Avoiding peer pressure is no permanent solution, though it may be temporarily comfortable; one must learn to graciously and firmly resist peer pressure.

The issue of socialization, as it relates to home education, tends to produce a polarized response-pattern. It is obvious that one's perspective on the issue of the socialization of the child will determine one's opinion about the issue.

Age to Start School

One advantages of home education is the option it gives to the parent regarding the age at which formal instruction for the child should begin. Bolles (1986) described this option as a benefit of home education, "a greater readiness period before introducing specific skill subjects," and also "more time [can be] spent developing a child's self concept by using non-academic activities" (p. 2). Bolles (1986) continued by labeling academic pressure placed on children at an early age "perhaps the biggest criticism of both public and private school classrooms" (p. 2). Bolles also contended

that some home school families object to the stress some curriculum publishers place on children by insisting that they learn to read and write at too young an age.

Moore (1984) suggested that starting formal schooling too early multiplies rote learning and deprives the children of free exploration so critical to the development of genius. Moore (1985a) said that the earlier children, especially boys, go to school, the more likely they are to hate school and develop academic burnout while still in elementary school. This concern was supported by Lockwood (1985), a homeschooling mother, who has observed that "children who begin school at four or five, are bored with excessive amounts of rote learning and are severely lacking in motivation by fourth grade" (p. 1).

Boys are especially vulnerable to the negative effects of early entrance into school, since they are at least a year behind their female classmates in maturity, and yet must start school at the same age. The early entrance by boys into formal education results in three or four times more boys than girls becoming learning disabled and delinquent (Moore and Moore, 1984b). Bolles (1986) agreed that "because boys mature twelve to eighteen months later than most girls, boys are labeled naughty or dumb because they cannot sit still or learn as rapidly as girls do" (p. 2).

Moore, a developmental psychologist and apologist for the home school movement, summarized the current status of research in early childhood education:

> In reviews of more than 8,000 related studies, I have not been able to find a single replicated experiment that has clearly demonstrated the desirability of early schooling or day care for the normal child until the child is at least eight to ten years old (Moore, 1982, pp. 371, 374).

From his analysis of research on childhood, Moore gleaned two basic principles about child development: "The success a child will achieve in learning any particular skill is dependent upon his maturity, and the older a child, the more competent a child will become in a shorter time" (Moore and Moore, 1986a, p. 74).

As a result of having reviewed the child development literature, Moore developed the concept of integrated maturity level and concluded that most children do not reach that level of maturity before the ages of eight to ten. Consequently, they should not begin school before that age. Moore explained integrated maturity level as follows:

> Most children's vision, hearing, perceptions, emotions, physical growth, sociability, and family and school relationships, are not ready for formal programs of learning until they are eight to ten years old, sometimes as late as ten to twelve. Before that time, neither the maturity of their central nervous system, the balancing of the hemispheres of their brains, nor the insulation of their nerve pathways, provide fully developed channels for academic learning. (Moore, 1975; Moore & Moore, 1986a, 1986b, 1987a; Sprigle, 1986, in personal interview with Moore).

To conclude this section, some admonitions given by Moore (1986, p. 28; 1986a, pp. 77, 81, 185) to parents concerning early childhood education will be cited:

> (a) don't expect children to be able to pronounce all their words correctly until they are at least eight to ten years of age,
> (b) the method used to teach a child to read is not nearly as important as the readiness of the child to learn to read,

(c) never test a child until he is physically, mentally, and emotionally ready (few children are ready for standardized testing before eight to ten).
(d) don't send your child to a formal educational institution any earlier than necessary, and
(e) when you start teaching your child formally at the age of ten to twelve, he will perform well.

Since parents know their children best, it seems that they would be best able to discern the most appropriate time for their child to begin formal instruction. Under typical compulsory attendance statutes, parents have some choice about the type of education their child receives, but very little choice about when that education should begin. It is ironic that the parents who seem to care the most about the education of their children are restricted from choosing the age at which that child's education will begin.

Educational Aspects of Home Education

Since the primary purpose of a school--public, private, Christian, or home--is to educate its children, this aspect of home education must be considered.

Why Are Home Schools Needed?

In the last decade, there has been a dramatic increase in the number of home schools (see statistics reported in Chapter One). Why has this happened at a time of unprecedented national concern about public education? Lines (1983) states, "The fact that the most dramatic changes in the private school population have occurred concurrently with changes in public school values, suggest that the most serious competition is over values, especially religious beliefs" (p. 278). Two possible explanations for the growth

of home education is the perceived deterioration of public education, and the dissatisfaction of parents with the education offered their children in Christian as well as public schools.

Public School Deterioration

In 1983, the National Commission on Excellence in Education, presented its report, A Nation at Risk, to the American people. This report presented a sobering description of the status of American education:

> The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people. If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves. (p. 5)
>
> Our society and its educational institutions seem to have lost sight of the basic purposes of schooling, and of the high expectations and disciplined efforts needed to attain them. (p. 8)
>
> The ideal of academic excellence as the primary goal of schooling seems to be fading across the board in American education . . . . This trend stems more from confusion of purpose, confusion of vision, confusion of values, and lack of leadership, than from conditions beyond our control. (pp. 16-17)

In March 1984, another report, What Works: Research About Teaching and Learning, was also presented to the American people as an attempt to provide solutions to the problems discussed in A Nation at Risk. The report emphasized early and intense parental involvement as the single most important element of a child's learning ability.

Public education has deteriorated in the last quarter century. This is evidenced by declining public support,

decreasing enrollment, falling achievement test scores, violence in school buildings, rise in secular humanism, etc., which justify parental disdain for public education (Towns, 1978). Parental concern about the education their children are receiving is being demonstrated by parental action. One means of expression of parental concern is the removal of their children from the public school system and enrolling them in private schools, or teaching them at home instead.

Parental Dissatisfaction

From the report, A Nation at Risk (1983), it can be observed that educational leaders have become alarmed about the loss of purpose and commitment to excellence in American education. In addition to this alarm by professional educators, parents have become concerned about the education their children are receiving in conventional schools.

This parental dissatisfaction and concern was evident in each of the dissertations on home education located by this author. Gustavson (1988) found in his survey of home school families that one of the major reasons expressed by parents for operating a home school was parent-perceived poor quality of public school education. In a later study (1993), Linden concluded that the teaching of evolution, the prevalence of drugs and alcohol, and the promotion of ungodly, humanistic philosophies were some of the reasons why parents preferred home education over public education. Also in 1993, Divoky observed that home school parents share a profound belief that the public schools are not providing a healthy educational environment for their children.

To demonstrate their anxiety about and dissatisfaction with their childrens' education, parents are withdrawing their children from various types of institutionalized schools and teaching their children at home. A few years ago, parents demonstrated dissatisfaction by transferring their children from public schools to private schools, both Christian and non-Christian. Currently, parents are withdrawing their children from diverse conventional schools and educating them at home.

In May 1985, in Atlanta, Georgia, at a home school seminar, this author field-tested a preliminary version of the questionnaire (see Appendix B) designed for this research study. This field test revealed that in this group almost four times as many families had withdrawn their children from Christian schools as from public schools. Some students withdrawn from Christian schools may have previously attended public schools. For this reason, this information must be interpreted cautiously.

From an analysis of the data from the field test of this preliminary questionnaire, it was evident that the parents attending this home school seminar were greatly concerned about the school their children had previously attended. In descending order of frequency, the following items were identified as being of concern to these parents:

(a) too much peer pressure,
(b) too much academic pressure,
(c) uncooperative administrators/teachers,
(d) use of secular textbooks,
(e) lack of discipline, and
(f) use of drugs, alcohol, and sex by other students.

When asked why they had started their home school, this group of parents gave the following responses:

(a) to better fulfil my God-given responsibilities,
(b) to have more control over what my children learn,
(c) to provide more religious instruction for my child,
(d) to relieve my children from so much peer pressure,
(e) to be able to spend more time with my children, and
(f) to help my child achieve more academic progress.

The findings from this limited sample seem to corroborate the conclusions of other observers of the movement. Rust and Reed (1988) described a home school as an "environment that shows signs of enough flexibility to meet unique learner demands" (p. 23). Divoky (1983) said that home school families "share a need to have some control over their children's learning and development" (p. 397). Holt (1983) said that in a home school, "children have time and quiet to concentrate, to do things thoroughly, and above all, to read" (p. 184). Bauman and Blank (1985) cited the following advantages of home schooling: (a) more individual attention for the child, (b) greater family unity, (c) less peer group conformity, and (d) superior academic progress.

Instructional Advantage

A major advantage of home education is the one-on-one teacher-student ratio. Parents do not have to manage a whole class of children with widely varying backgrounds and behavior; they can concentrate on one or two students and give them the attention that would not be possible in a group situation (Moore, 1986; Moore & Moore, 1986, 1985; Wiggin, 1986). Moore (Moore & Moore, 1984b, p. 65; 1985, p. 3) claimed that in this more efficient tutorial relationship:

> The parent can easily teach as much, or more, in a total of sixty to ninety minutes of instruction, a like amount of supervised study, and afternoons given over to the cottage industry and play, as the school would normally be able to provide in a full school day.

Linden (1983) found that the students received formal instruction only three hours a day and then worked independently for two and one half hours, yet were able to progress "at a rate equal to that of students in public schools" (p. 59). It appears that students educated at home do as well as their public school counterparts.

Academic Achievement

There has been little research to document the academic adequacy of home education; however, Moore (1979b) and Holt (1981) claimed:

> (a) on standardized tests, home schooled children outperform students educated conventionally,
> (b) many home schooled children rank in the 80th percentile on standardized tests, about 30 points above the average,
> (c) they get better grades when they go back to conventional school, and
> (d) they nearly all go to college.

Feinstein (1986) quoted Mary Ann Pitman of the University of Cincinnati, an Associate Professor of Educational Anthropology who has been studying home schooling, as having concluded that "from what I have seen so far, these children are learning better than their counterparts in school, and they are no way damaged by the experience" (p. 22).

Home School Families and Their Schools

Characteristics of Home School Families

Since home education is not for every family, what characteristics describe the family that does choose to educate its children at home?

Religious Characteristics

The majority, 85-90% according to John Holt, of home schoolers are religious fundamentalists who are unhappy with the failure of the public schools to teach values acceptable to them (Divoky, 1983). Solazano (1985) said that the most recent push for home schooling comes from fundamentalist Christians who want to give their children a God-centered education at home. Gustavsen (1988) said they attended church regularly, whereas Linden (1983) described them as part of a protestant religious community. Feinstein (1986) said that religious motives are behind the recent surge in home schooling and that its growth parallels the rise in Christian Fundamentalism. It would be reasonable to conclude that most home school families are religiously motivated to start their home school.

Personal Characteristics

Home school families tend to be small (Gustavsen, 1988), between four and five members, with two children being homeschooled (Linden, 1983). They live in single family dwellings in the suburbs, small towns, or rural areas (Gustavsen, 1988; Linden, 1983).

The father has a skilled or professional occupation with a family income between ten to twenty thousand dollars per year (Gustavsen, 1988; Linden, 1983).

The main educator is usually a homemaking mother (Gustavsen, 1988), who has finished high school (Linden, 1983), and may have completed one to three years of college (Gustavsen, 1988), though Feinstein (1986) found that forty percent were college graduates. The mother is not gainfully employed, giving herself instead to the maintenance of her family and the education of her children (Linden, 1983).

These families are politically conservative, but are not extremists (Gustavsen, 1988). They monitor closely what their children watch on television and prefer that their children read instead; hence, they are frequent patrons at the public library (Linden, 1983). When the family goes on vacations, they like to travel to places that will have educational value to their children (Linden, 1983).

This section has sought to describe the characteristics of the typical home school family as presented in the literature. This description will provide a basis by which the data from this study can be compared.

Characteristics of The Home Schools

Each home school reflects the home in which it operates. As each home is different, so each home school is different. In spite of these differences, some characteristics seem to be common to most home schools.

The Students

The students averaged two per family (Gustavsen, 1988), predominantly at the elementary or middle school level with more male than female students (Linden, 1983). The students preferred the home school over the conventional school (Linden, 1983).

The Instruction

The instructional process was informal, child-centered, and flexible (Gustavsen, 1988). The school day consisted of 3 hours of classroom instruction and 2 1/2 hours of independent study, followed by play and work on the cottage industry (Linden, 1983). The home school stressed the same subjects as the public school, with a strong emphasis on reading using the phonics method and the Bible as a primary reading source (Linden, 1983). Many of the home schools used materials designed specifically for home education (Linden, 1983), with the public library as an auxiliary source of information (Gustaven, 1988; Linden, 1983). Academic progress was equal to or exceeded that of students in the public school (Linden, 1983), though accomplished in less time. Standardized tests were the most frequently used means of evaluation (Linden, 1983), though some parents were opposed to testing children at an early age (Linden, 1983).

The Motivation

Gustavsen (1988, p. 89) identified the following reasons why parents started teaching their children at home:

(a) concern about the moral health and character development of their children,
(b) detrimental effect of rivalry and ridicule in conventional schools,
(c) parent perceived poor quality of public school education, and
(d) the desire to extend parent-child contact.

Linden (1983, p. 56) in the survey of home school families in Texas identified the following reasons that motivated parents to start their home school:

(a) the theory of evolution was being taught,
(b) lack of religious freedom,
(c) creativity was stifled,
(d) drugs and alcohol were prevelant,
(e) lack of respect among peers,
(f) lack of discipline,
(g) large classes,
(h) promotion of ungodly, humanistic philosophies.

The Relationships.

Some home school families testified that their home school had been influenced by home school literature, organizations, and leaders (Linden, 1983; Feinstein, 1986). They also said that school authorities gave little support to them and in general were not helpful (Linden, 1983).

Summary of the Literature Review

Biblical Admonitions

Both the Old Testament and the New Testament provide admonitions about, and examples of home education. These enable parents to understand their responsibility and accountability for the religious education of their children. These admonitions and examples provide principles that give guidance to parents, not provide educational mandates that are binding on twentieth century American families.

Examples from History

The idea of parents' teaching their own children at home is not new; rather, it is a revival of an old idea that has its roots deeply planted in historical precedent. The Old Testament provides examples of education in the tent of Abraham, the home of Moses, the Tabernacle in the wilderness, the school of the prophets, and the synagogue of the returning exiles. The New Testament speaks of the teaching responsibility of the father and of the church but little about the education of the child. The theocratic New England colonies provide an example of home education, though that example was soon usurped by legislation that provided for institutional education supported by public funds.

Legality of Home Education

The Supreme Court has recognized the fundamental right of the parent to choose the type of education his child will receive. The state has also created the right for itself to enact reasonable regulations for the education of its citizens. The determination of the appropriate relationship between these seemingly contradictory rights provides court dockets with case loads relative to the legality of home education. The answer to the question, "Are home schools legal?" would have to be, "It depends on which state, which year, which court, and the specific circumstances."

Psychological Aspects

The psychological needs of the child, primarily for socialization and best age to start school, can most appropriately be provided for in the home school. Parents

are in the best position to know the needs of their own children in these areas.

Educational Aspects

The educational needs of the child can best be met in the home school. In the home school, the child can learn more in less time because of the one-to-one tutorial relationship and the greater frequency of response by the teacher to the pupil.

Home School Families/Schools

Home school families often are religious fundamentalists, dissatisfied with both public and Christian education, who want the best education possible for their children and, if necessary, are willing to teach their children at home to provide it.

Home schools tend to be a small, family enterprise, with two elementary or middle school students. They use curriculum designed specifically for the home school, and the students demonstrate average or above average results.

Caution

After only a cursory evaluation, home education seems to be the panacea for the problems of education; however, it is not for every family. A family who is considering home schooling should enter into such a commitment cautiously and advisedly. Walter Handford, a prominent independent Baptist Pastor and board member of the American Association of Christian Schools, whose church has a large conventional Christian school which also serves as a satellite school to home school families, cautions parents (Kiser, 1985):

Home education captures my cautious endorsement for some who have the gift of time and the emotional strength to carry it out. Broad and sweeping promises have been made by some prominent Christian leaders regarding home education. I want our people to be sensible and discerning in their decisions in this important area. Home education can be a wonderful educational experience for some of our people. Let's be wise and discerning in this important area. (p. 2)

CHAPTER III

METHODS AND PROCEDURES

Restatement of the Problem

This study was designed to identify the characteristics of those families that have chosen to educate their children at home, the characteristics of those home schools, the opinions of those families about their homes and schools, and the relationships between these sets of variables.

Research Questions and Hypotheses

This study sought to answer the research questions that follow about home schools. The first three questions were answered by summarizing the responses to the individual questions on the survey questionnaires as specified below. The fourth research question was answered by measuring the statistical significance of the null hypotheses cited under the fourth research question (see pp. 83-85).

The following individual questions were taken from the questionnaires that were mailed to the families in the sample and are listed under the research question it helped answer.

The process by which this questionnaire was developed will be described later in this chapter. A copy of the mailed questionnaire is located in Appendix B.

Research Question One:

What are the characteristics of those families that have chosen to educate their children at home?

What is the age of father, mother, children?
What is the occupation of the father?
What is the education level of mother/father?
What is the annual family income?
In what type community do you live?
How would you describe your religious association?
How many times a week do you normally attend religious services?
How many hours a day do your children watch television?
What are your children's favorite television programs?
How many times a month do your children go to the public library?
How many times a week do you read aloud to your children?
Which newspapers or magazines does your family read regularly?

Research Question Two:

What are the characteristics of the home schools established by those families?

What type of school did your child previously attend?
For how many months have you operated a home school?
Who does most of the teaching in your home school?
How many hours a day are spent in lesson preparation, classroom instruction, independent study, and cottage industry?
Which academic subjects does your home school emphasize?
Which educational aids do you have available? for instruction?
From what sources do you obtain instructional materials?
From what publishers have you purchased instructional materials?
What is the relationship of your home school with governmental or school authorities?
With what type of organization does your home school have a satellite relationship?
What type of cottage industry or family business does your home school have?

How much money do you spend per child per year on instructional materials?
What are the grade levels of your children?
What level of enthusiasm do your children have for their home education?
What is the highest grade you plan to teach your children at home?
Do you plan to teach your children at home next year?
Do your friends plan to teach their children at home next year?
If you are no longer operating a home school, give the reasons why not?
What do you think is the future of home education?

Research Question Three:

What are the opinions of home school families about their families and home schools?

What motivated you to start your home school?
What things at the school your child previously attended were of greatest concern to you?
What things are important to you when purchasing instructional materials?
What people or organizations have had the greatest influence on your home school?
With which social activities do you seek to meet the social needs of your children?
What about your home school do you find most satisfying?
What about your home school do you find most frustrating?

Research Question Four:

What are the relationships between these families, these schools, and these opinions?

To answer this research question, the statistical significance of the following hypotheses, stated in the null form for statistical treatment, were tested as specified.

Ho: 1 There is no relationship between annual family income and annual expenditure on instructional materials.

Statistical Test: Chi-Square

Ho: 2 There is no relationship between the type of school previously attended and the amount of concern by the parents about that school.

Statistical Test: ANOVA

Ho: 3 There is no relationship between the satisfaction and frustration experienced by the parents from teaching their children at home and their plans for operating a home school another year.

Statistical Test: ANOVA

Ho: 4 There is no relationship between the education of the primary teacher (mother) and the satisfaction and frustration experienced by the teacher.

Statistical Test: ANOVA

Ho: 5 There is no relationship between the motivation to start the home school and the satisfaction and frustration received from that school.

Statistical Test: Linear Regression

Ho: 6 There is no relationship between the grade level of the child and the enthusiasm of that child for home education as perceived by the parent.

Statistical Test: ANOVA

Ho: 7 There is no relationship between the type of community in which the family lives and the degree of concern the parents have about the means by which the socialization needs of the child are met.

Statistical Test: ANOVA

Ho: 8 There is no relationship between the frequency of oral reading, visits to the public library, and hours television is watched.

Statistical Test: Chi-Square

Ho: 9 There is no relationship between the number of months the school has operated and the satisfaction and frustration

received by the parents from the school.

Statistical Test: Linear Regression

Ho:10 There is no relationship between region of the country in which the family lives and the amount of influence home school organizations have on that school.

Statistical Test: ANOVA

Ho:11 There is no relationship between the satisfaction and frustration received by the parents from the home school and the highest grade they anticipate teaching their children at home.

Statistical Test: ANOVA

Rationale for Choice of Statistical Tests

The rationale for the use of these statistical tests is based on the works of Dinham (1976), Kerlinger (1986), Nie (1975), Norusis (1983), Pagano (1986), and Roscoe (1975).

Chi-Square

It is appropriate to use Chi-Square when the data are at a nominal or higher level and are organized in mutually exclusive categories. The Chi-Square measures the degree of independence between the independent variables and the dependent variable. Ho: 1 and 8 meet these criteria.

Analysis of Variance

It is appropriate to use Analysis of Variance (ANOVA) when studying the effect of two or more independent variables measured at any level on one dependent variable which is at an interval or ratio level and the data is continuous. Ho: 2, 3, 4, 6, 7, 10, 11 meet these criteria.

Linear Regression

It is appropriate to use Linear Regression when studying the linear relationship between two or more independent variables and one dependent variable and all the data are continuous and are at an interval or ratio level. Ho: 5 and 9 meet these criteria.

Research Procedure

To carry out this research study, the following procedures were followed: (a) the questionnaire was developed, field-tested, and approved by a panel of experts (see pp. 90-91); (b) the cover letters to accompany the mailed questionnaires were written (see Appendix C); (c) the systematic random sample of home school families was selected; (d) the questionnaire, cover letters, and pre-addressed stamped envelope were mailed to each prospective respondent; (e) confidentiality and anonymity were assured to increase response-rate; (f) the responses from the questionnaires were summarized, analyzed, and graphed (see Chapter Four) using Rbase 5000 database management system and Lotus' 1-2-3 integrated software package; (g) these summarized data were then analyzed using the Statistical Package for the Social Sciences (SPSS) to measure the relationships (test the null hypotheses) between characteristics and opinions; (h) the resultant data provided the answers to the research questions and hypotheses.

Description of the Population

The other dissertations on home education located by this author overcame the problem of home school reclusiveness

by using existing mailing lists for their populations. Gustavsen (1980) used the mailing list of the Hewitt-Moore Research Institute, the organization founded by Raymond Moore. Benson (1981) used his own home school. Linden (1983) used a list of home schools compiled from diverse sources in Texas. Taylor (1986) used the mailing lists of Hewitt Research Foundation and Holt Associates, Inc.

Since prior researchers in home education have deemed it appropriate to use already existing populations for their studies, this researcher followed a similar course and used the families on the BJUP home school mailing list as the population for this study.

There were approximately 10,000 families (as of May 1986) on the BJUP home school mailing list that had been assigned an account number which indicated that they have been designated a "home school."

Approximately two-thirds, 6,850 of these 10,000 families, were located in eleven states, distributed across four of the nine United States Census Bureau statistical reporting regions (Statistical, 1985). Those eleven states with the highest concentration of home school families were distributed in the four geographical regions as follows:

(a) Far West (CA 1,658, WA 433, OR 381, Total 2,472);

(b) East North Central (MI 498, IN 418, OH 408, Il 380, Total 1,704);

(c) West South Central (TX 1,224, OK 474, Total 1,698);

(d) South Atlantic (GA 554, FL 422, Total 976).

In effect, clusters of home school families were located in four diverse regions of the country. Each cluster became a mini-population from which a sample was selected. This diversity of geographical locations provided samples by which regional differences could be identified.

Selection of the Sample

A six percent systematic random sample (Balian, 1982) was chosen from each of the eleven states. These state samples were combined into a regional and a national sample. From a population of 6,850, a sample of 416 families was selected to be mailed the questionnaire. Nine of the 416 questionnaires were undeliverable, resulting in a net sample of 407. With a return rate of 62%, a sample of 253 was provided for statistical analysis. Of these 253 questionnaires, nine were returned incomplete, which resulted in a working sample of 244 distributed in the geographical regions as follows: South Atlantic, 35 (61%); East North Central, 73 (70%); West South Central, 58 (61%); and Far West, 78 (58%). No explanation for the variance of return rates from the different regions was obvious.

Development of the Questionnaire

The data was collected by means of questionnaires mailed to a sample of home school families on the the BJUP home school mailing list. The questionnaire was developed, field-tested, and submitted to a panel of experts for approval. The questionnaire had thirty-seven questions (see Appendix B) that required the respondent to mark an "x" in a box, to write a number in a blank, to rank statements in

order of importance, or to indicate an opinion about his home and school, using a Likert Scale.

The questionnaire was developed after reading extensively about home school families and their schools. The questionnaires used by other researchers were carefully scrutinized, and the most appropriate types of questions were incorporated into this questionnaire.

In May 1985, the preliminary questionnaire (see Appendix B) was field-tested on 65 families attending a home school seminar in Atlanta, Georgia. On the basis of their suggestions, the questionnaire was revised into its final form (see Appendix B) for validation by a panel of experts.

Those serving on the panel of experts were, Dr. James Deuink, Registrar, BJU, a member of the graduate education faculty in educational administration and chairman of this dissertation committee; Dr. Timothy Watson, professor of education and psychology, BJU; Dr. John Churdar, a member of the graduate education faculty and Director of Graduate Studies, BJU; and Dr. Gary Guthrie, Chairman of the Division of Mathematical Science, BJU. After approval by this panel, the questionnaires were professionally printed, folded, labeled, and mailed.

Collection of the Data

On May 16 1986, the questionnaires were mailed to the 416 randomly selected home school families that constituted the sample. The questionnaires were accompanied in the mail by cover-letters (see Appendix C)--one from Dr. James Deuink, chairman of the dissertation committee and one from this

researcher explaining the purpose of the survey--and a pre-addressed stamped envelope in which to return the completed questionnaire. The respondents were asked to complete and return the questionnaire within one week after receiving it.

The 253 questionnaires were returned by the respondents over a seven-week span (from May 16 to July 5, 1986) at the following rates: first week, 116; second week, 75; third week, 23; fourth week, 7; fifth week, 19; sixth week, 12; and seventh week, 2. At the end of the fourth week, a post card reminder was sent to those families that had not returned their questionnaires, which resulted in 33 more being received.

253
33
286

Procedures of Data Analysis

As cited earlier in this study, Gay (1981) said, "In questionnaire studies, the entire data-analysis process may consist solely of calculating and interpreting descriptive statistics" (p. 281). Since the purpose of this study was to determine the current status of the home school movement and to assess the existing conditions, descriptive statistics were used. Guthrie (1985) said, "This is mostly a descriptive statistics problem" (p. 1).

This research study summarized the response-data from the questionnaire using descriptive statistics, specifically, frequency distributions, measures of central tendency, and proportions. The summary of these data is presented in Chapter Four using narrative, tabular, and graphic formats.

Guthrie (1985) suggested that any inferential statistical treatment be part of a secondary study rather than the primary study. Consequently, inferential statistics were used for the analysis of the relationships among the characteristics of the home, the school, and the opinions. These relationships were measured by testing the statistical significance of the null hypotheses.

Computer Software

Three different software packages were used to analyze the data gathered by the survey questionnaire: Rbase 5000, Lotus' 1-2-3, and the Statistical Package for the Social Sciences (SPSS). A brief rationale for the use of each software program is as follows.

Rbase 5000

Rbase 5000 is produced by Microrim, Inc. In Software Reviews (1985), it is labeled "the most powerful database program available for microcomputers. . . . It is a user-thoughtful, high-octane, state-of-the-art data-base management package; Rbase 5000 is a top choice" (pp. 111-114).

Rbase 5000 is comparatively easy to use and is interactive with both Lotus' 1-2-3 and the Statistical Package for the Social Sciences, thereby making transfer of files from Rbase 5000 to these computer programs possible.

Rbase 5000 was used to summarize the data from the questionnaires returned by the respondents to this researcher. The first three research questions (see pp. 81-83) were answered using the capabilities of Rbase 5000.

Lotus' 1-2-3

Lotus' 1-2-3 is produced by Lotus Development Corp. After being on the market for only two years, it has become the best selling software package of any kind (Software Reviews, 1985). Even though it is an integrated program, only the Printgraph portion was used to print bar, line, X-Y, pie, and stacked-bar graphs from the data summarized by Rbase 5000. The graphics used to present the data from the questionnaires (see Chapter Four) were generated using Lotus' 1-2-3.

Statistical Package for the Social Sciences

SPSS is published by McGraw-Hill Book Company. It was first published in 1970, and has since become the "industry standard" for data analysis by social scientists. Nie (1975) describes SPSS as "an integrated system of computer programs designed for the analysis of social science data." Data from the questionnaires that had been previously entered into Rbase 5000 was transmitted to the Burroughs 6800 mainframe computer in the BJU data-processing department for analysis using the SPSS. The SPSS was used to measure the statistical significance of the null hypotheses cited earlier in this chapter (pp. 83-85).

Level of Significance

The level of significance chosen for accepting or rejecting the null hypotheses in this study was the .05 alpha level. Pangano (1986) says this level of significance is appropriate for the type of research being conducted. The actual level of statistical significance of each hypothesis

and whether the hypothesis was accepted or rejected is reported in Chapter Four.

CHAPTER IV

ANALYSIS OF THE DATA

Restatement of the Problem

This study was designed to identify the characteristics of families who were educating their children at home, the characteristics of their schools, the opinions of those families about their homes and schools, and the relationships between these characteristics and opinions.

Research Questions and Hypotheses

This study sought to answer four research questions about home schools. The first three questions were answered by summarizing the responses from the survey questionnaires. The fourth question was answered by testing the statistical significance of the null hypotheses.

What Are the Characteristics of Families Who Are Educating Their Children at Home?

These sub-questions identified the demographic characteristics of home school families. An understanding of the characteristics of the families provided the bases for understanding the characteristics of their home schools.

What is the average age of father, mother, and children?

The average age of the father was 34.7 years, the mother 32.7 years, and the children 7.4 years. There were between

two and three (2.78) children in the family, including those taught at home and those not taught at home (see Table 1).

What is the occupation of the father?

The occupations reported were primarily professional or self-employed. These occupations provided the father more freedom to be involved in the home school than would more restrictive occupations. Listed in Table 2 are those occupations reported five or more times. Those cited less than five times are reported in Appendix D.

What is the education level of mother and father?

Approximately fifty-two percent of the fathers and thirty-eight percent of the mothers have completed four or more years of college as can be observed in Table 3 and Figure 1. It should also be noted that nineteen percent of the parents had only a high school education.

What is the annual family income?

The income levels that occur most frequently are "below $20" and "$25-$30" thousand (see Figure 2); in contrast with the average national family income of $25,757 (Statistical, 1986, p. 451). It could be noted in Table 4 that fourteen percent of the families had incomes greater than forty thousand dollars. Since most home school mothers do not work outside the home, the income reported would be the father's.

In what type community do you live?

Over one-half (51.3%) of the reporting families lived in the suburbs and thirty-six percent live in rural areas. The families in this study predominantly lived either in urban or suburban communities (see Table 5 and Figure 3).

Table 1

Ages of Father, Mother, and Children

Ages	Highest	Lowest	Average	Number
Father	76.0	26.0	34.7	237
Mother	52.0	24.0	32.7	237
Children	25.0	baby	7.40	659
Average number of children per family			2.78	

Table 2

Occupation of Father

Rank	Occupation	Frequency	Percentage
1	Minister	34	14.0
2	Construction	27	11.2
3	Management	26	10.7
4	Salesman	19	07.8
5	Computers	18	07.4
6	Accountant	10	04.1
7	Supervisor	10	04.1
8	Teacher	08	03.3
9	Engineer	07	02.9
10	Manufacturing	06	02.5
11	Other	77	31.8
Totals		242	99.8

Table 3

Education of Father and Mother.

Education	Father	%	Mother	%	Total	%
High School	44	18.3	49	20.4	93	19.4
1 year college	17	07.1	40	16.7	57	11.9
2 years college	28	11.7	43	17.9	71	14.8
3 years college	25	10.4	16	06.7	41	08.5
4 years college	64	26.7	67	27.9	131	27.3
Graduate School	62	25.8	25	10.4	87	18.1
Totals	242	100.0	240	100.0	480	100.0

Figure 1. Education of father and mother.

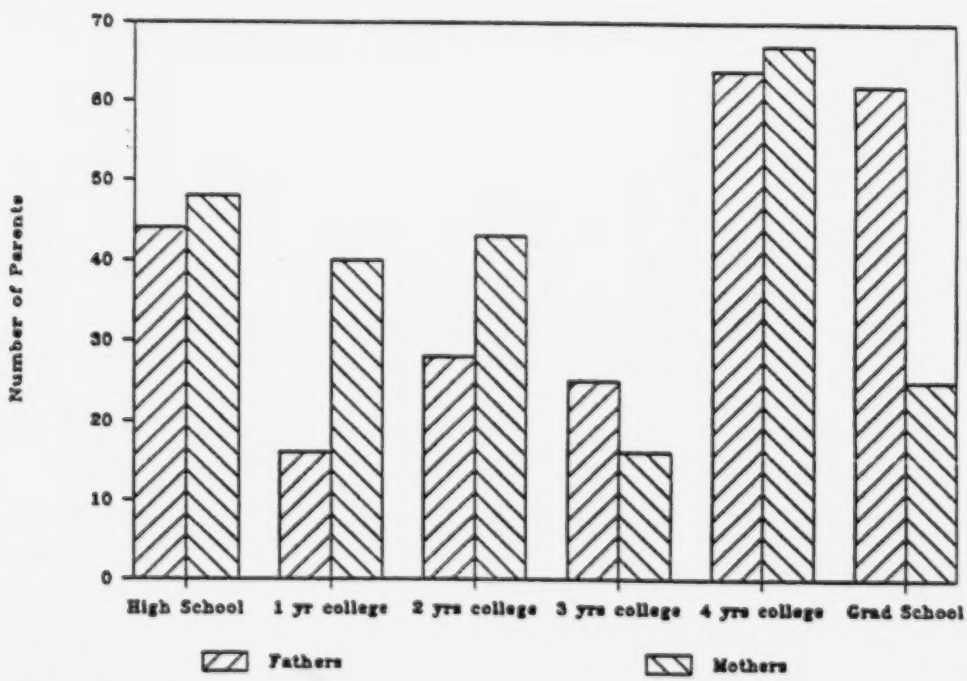


Table 4

Annual Family Income (in thousands)

Income	Frequency	Percentage	
Under $20	50	20.9	
$20 - $25	39	16.3	
$25 - $30	50	20.9	
$30 - $35	29	12.1	Mean annual income:
$35 - $40	36	15.0	$30,972
$40 - $45	08	03.3	
$45 - $50	07	02.9	
$50 - $60	06	02.5	
Above $60	14	05.6	
Totals	239	99.5	

Figure 2. Annual family income (in thousands).

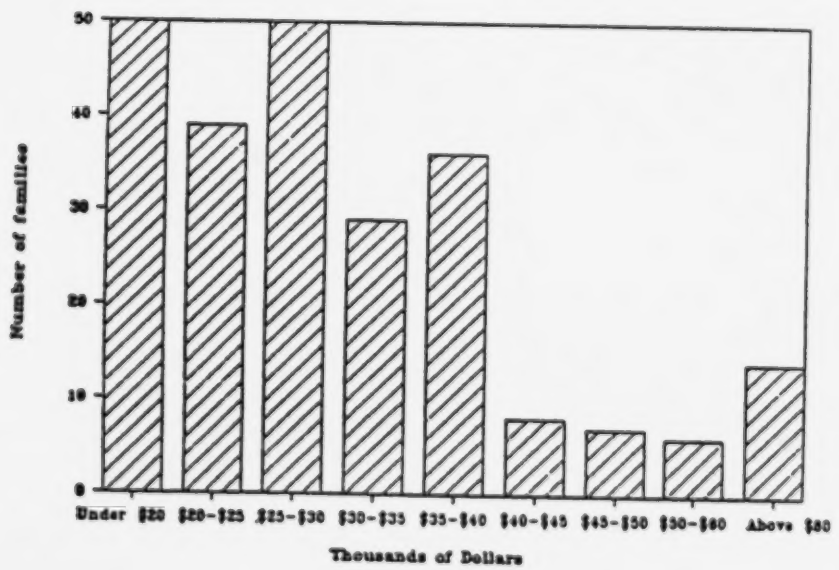
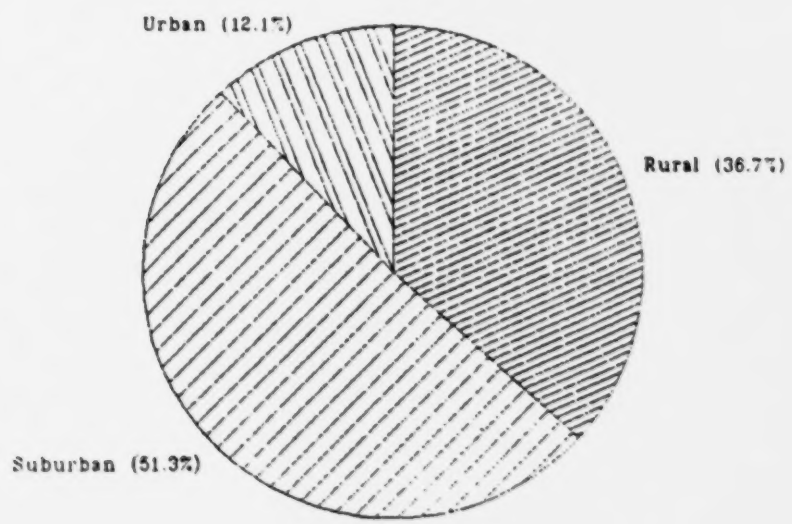


Table 5

Type Community Lived In

Community	Frequency	Rank	Percentage
Suburban	123	1	51.3
Rural	88	2	36.7
Urban	29	3	12.0
Totals	240		100.0

Figure 3. Type community lived in.



See also p. 74

How would you describe your religious association?

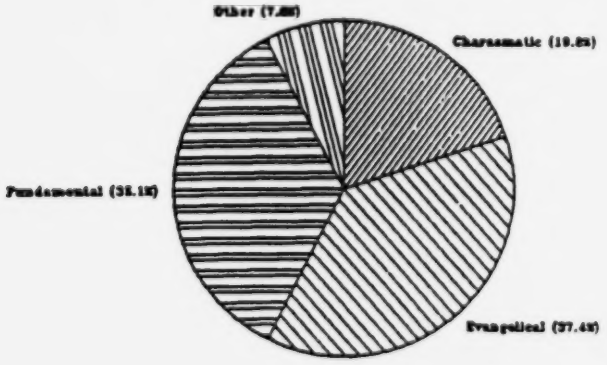
Home education is primarily a movement of religious fundamentalists (Divoky, 1983; Solazano, 1985); yet in this study, six more families labeled themselves evangelical than labeled themselves fundamental. These reported frequencies were probably invalid, however, since some marked more than one choice (see Table 6, Figure 4, and Appendix D).

Table 6

Religious Association

Rank	Association	Frequency	Percentage
1	Evangelical	98	37.3
2	Fundamental	92	35.0
3	Charismatic	53	20.1
4	Other	20	07.6
Totals		263	100.00

Figure 4. Religious association.



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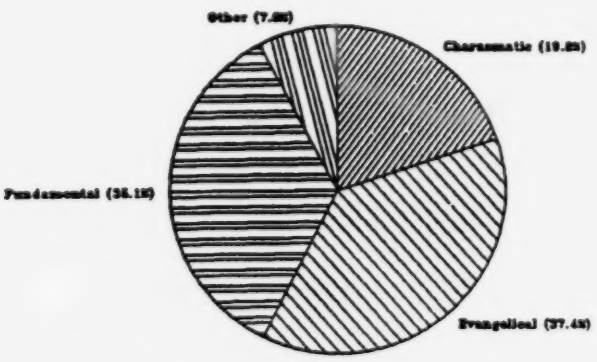


How many times a week do you attend religious services?

The average home school family in this study attended religious services two or three times a week; with only 7.6 percent attending more frequently, as shown in Table 7 and Figure 5.

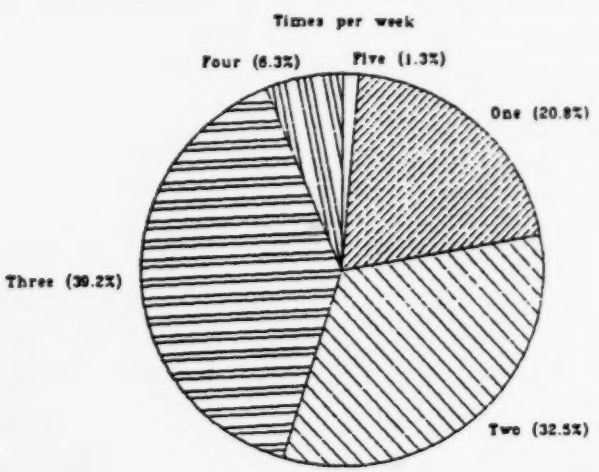
Table 7

Attendance at Religious Services

Rank	Times per week	Frequency	Percentage
1	3	94	39.2
2	2	78	32.5
3	1	50	20.8
4	4	15	06.3
5	5	03	01.3
Totals		240	100.0

Average attendance: 2.35 times a week.

Figure 5. Attendance at religious services.



How many hours a day do your children watch television?

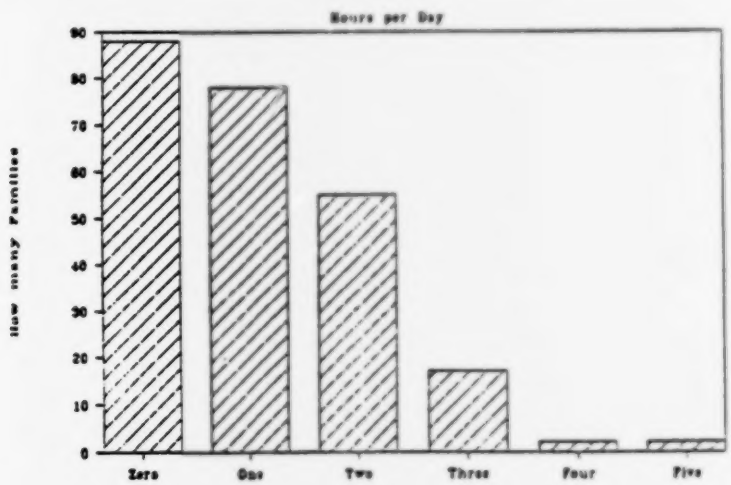
Many (36.4%) home school families do not watch television. Those who do average 1.7 hours a day (see Table 8 and Figure 6), in contrast to the national average of 3.7 hours a day (Lindgren & Suter, 1985).

Table 8

Hours Per Day Watching Television

Rank	Hours per day	Frequency	Percentage
1	0	88	36.4
2	1	78	32.2
3	2	55	22.7
4	3	17	07.0
5	4	02	00.8
6	5	02	00.8
Totals	Average: 1.7	242	99.9

Figure 6. Hours per day watching television.



What are your children's favorite television programs?

Although home school families watch television infrequently, they do have their favorite programs. In Table 9, those programs that were reported as favorites by ten or more families. Those programs cited less than ten times are located in Appendix D.

Table 9

Children's Favorite Television Programs

Rank	Frequency	Program
1	42	Bill Cosby
2	34	Little House on the Prairie
3	33	Sesame Street
4	30	Mr. Rogers' Neighborhood
5	23	Disney Channel/Movies
6	16	Lassie
7	15	Cartoons
8	13	Family Ties
9	12	3-2-1 Contact
10	11	Nature Programs
11	10	Superbook

How many times a month do your children go to the public library; how many times a week do you read to your children?

Home school parents encourage their children to read instead of watch television. To encourage their children to

read, parents read aloud to them and take them to the public library. Table 10 and Figures 7 and 8 show the frequency of oral reading and library visits. The last entry in the table, parents' reading orally to their children ten times a week, may be unrealistically high.

Table 10

Public Library Visits and Oral reading

Frequency	Library/Month	Percent	Read/Week	Percent
0	23	09.5	04	01.6
1	59	24.5	05	02.0
2	72	29.8	13	05.4
3	35	14.5	15	06.2
4	31	12.9	07	02.9
5	05	02.0	38	15.7
6	07	02.9	20	08.3
7	01	00.4	39	16.1
8	02	00.8	03	01.2
9	00	00.0	05	02.0
10	06	02.5	93	38.4
Totals	241	99.8	242	99.9

Average Library Visits: 2.41 times per month

Average Oral Reading: 6.97 times per week

Figure 7. Visits to the public library.

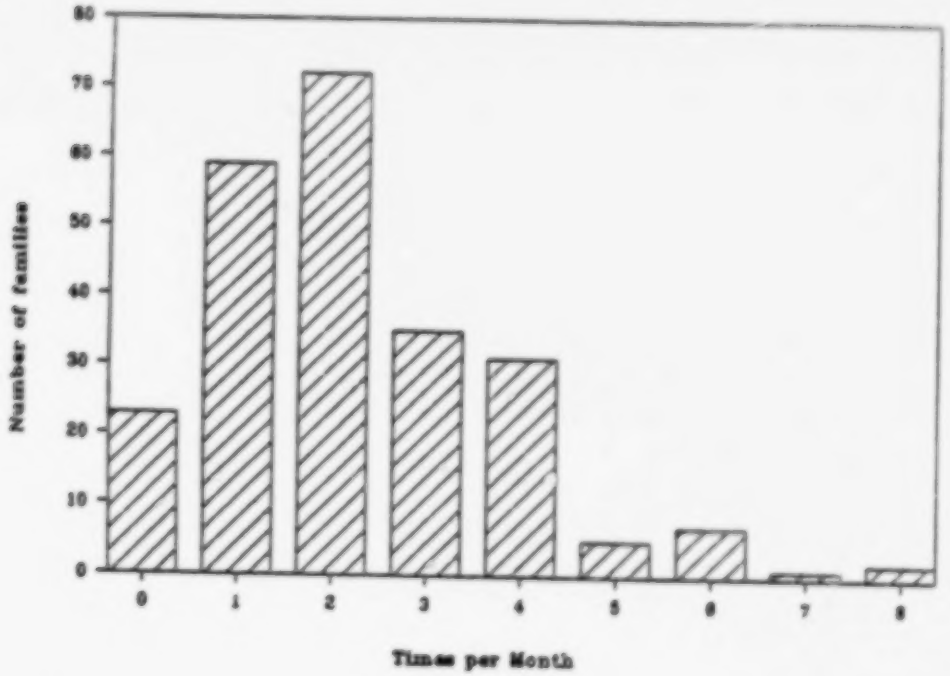
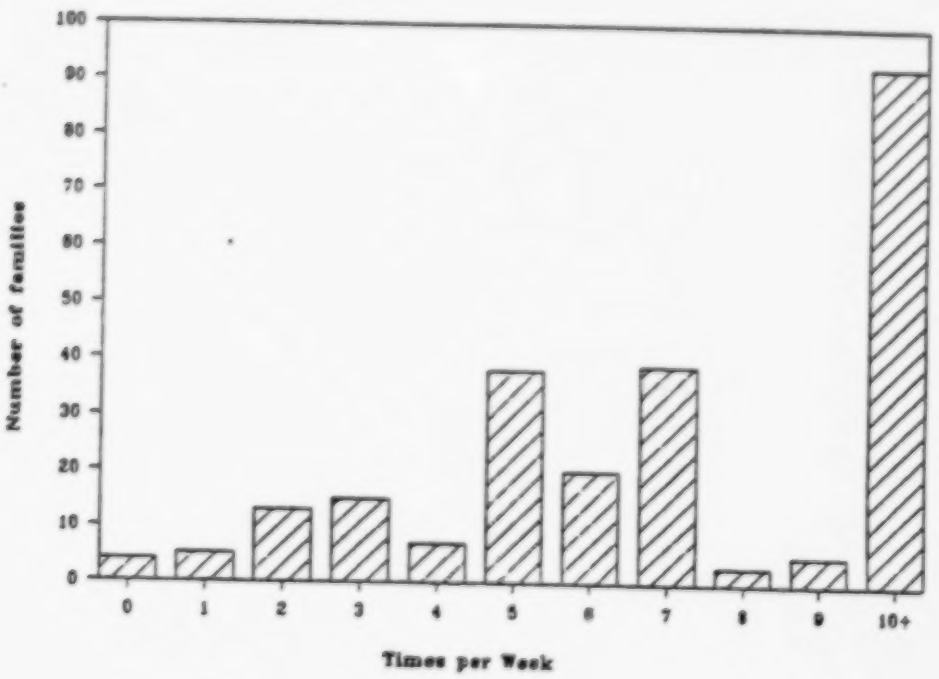


Figure 8. Oral Reading to children.



Which newspapers or magazines do your family read?

The periodical read most frequently by the families in this study is the local newspaper. Other periodicals read by these home school families are listed in Table 11 in descending order of frequency. Periodicals read by less than ten families are listed in Appendix D.

Table 11

Periodicals Read by Home School Families

Rank	Frequency	Periodical
1	97	Local Newspaper
2	41	Ranger Rick
3	39	Reader's Digest
4	33	National Geographic Magazine
5	28	Highlights for Children
6	26	God's World (Newspaper for Kids)
7	22	National Geographic World
8	16	Focus on the Family
9	15	Moody Monthly
10	13	Time
11	12	Your Big Backyard
12	12	U.S. News and World Report
13	11	Better Homes and Gardens
14	11	Guideposts
15	11	Today's Christian Woman

What are the Characteristics of the Home Schools Established by Those Families?

The following questions were designed to identify the characteristics of the home schools established by the families in this study that responded to the survey questionnaire. The home school characteristics cited under this research question were reported by the respondents in answer to the following questions on the questionnaire.

What type of school did your children previously attend?

Approximately two-thirds (65%) of the children taught at home had attended another school previously, and one-third (35%) had not attended another school. More of those students currently being educated at home had attended a Christian school (35.4%) than had attended a public school (28.3%), as reported in Table 12 and Figure 9.

For how many months have you operated a home school?

Since the home education movement is a comparatively recent phenomenon (see Chapter One), the number of months of reported home school experience would be expected to be limited and such was the case. Less than ten percent of the responding families reported that they had operated their home school more than thirty-six months. The most frequently reported (mode) duration of operation was nine months, the average number of months (mean) was 18.5 months, and the maximum number of months reported was 96. Additional information is reported in Table 13 and Figure 10.

Table 12

School Previously Attended

Rank	School	Frequency	Percentage
1	Christian	85	35.4
2	None	84	35.0
3	Public	68	28.3
4	Private	03	01.3
Totals		240	100.0

Figure 9. School Previously Attended.

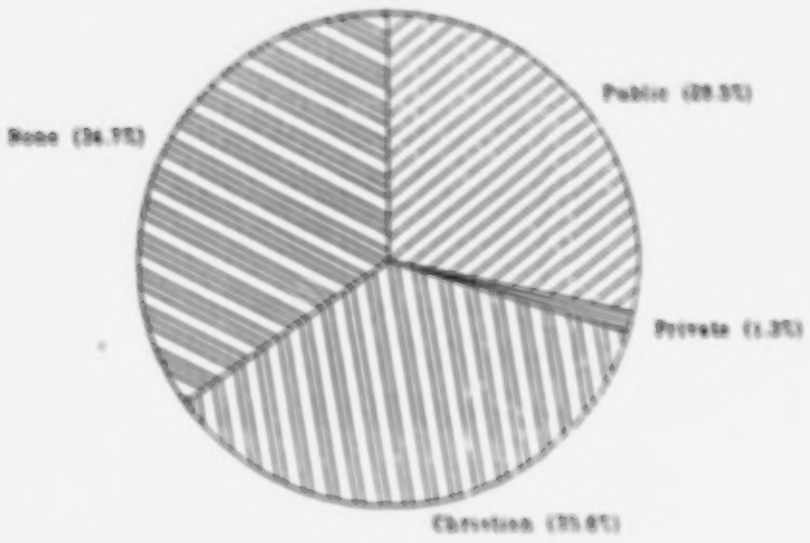


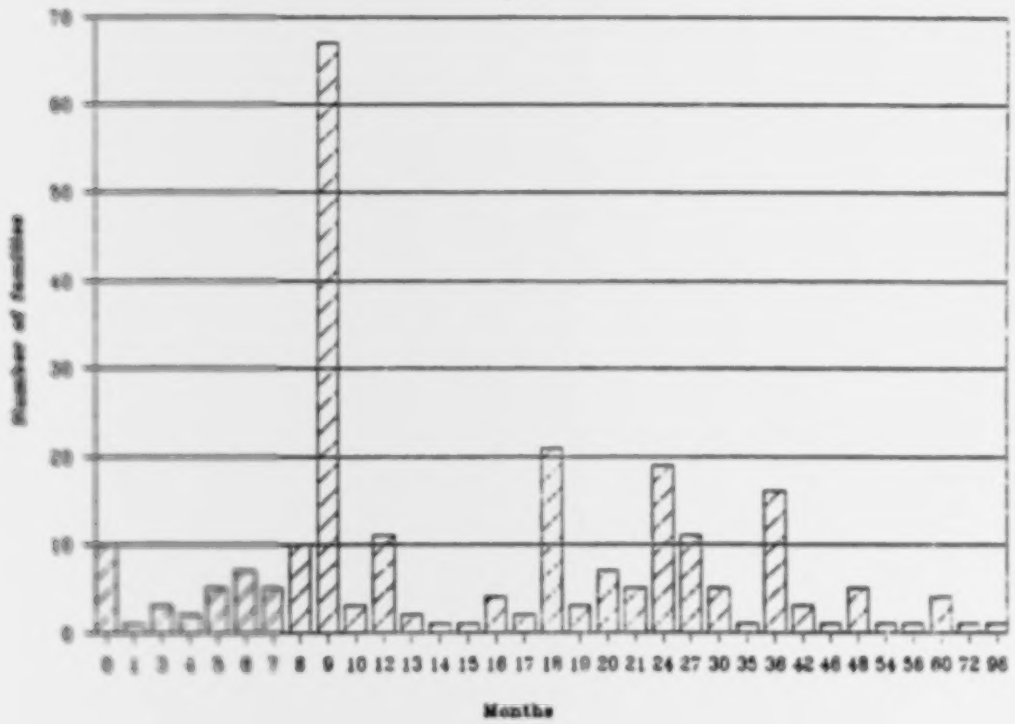
Table 13

Months of Home School Operation

Minimum	00.0	Maximum	96.0
Mean	18.5	Mode	09.0

Total Respondents: 229

Figure 10. Months of home school operation.



Who does most of the teaching in your school?

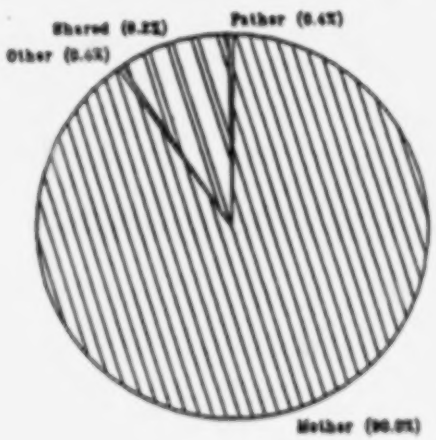
The mother is the primary, and in most cases, the exclusive teacher in the home school. The father teaches in the home school less than ten percent of the time, and when he does, it is usually a shared responsibility with the mother. These teaching responsibilities are described in Table 14 and Figure 11.

Table 14

Teachers in the Home School

Person	Frequency	Percentage
Mother	216	90.0
Shared	22	09.2
Father	01	00.4
Other	01	00.4
Totals	240	100.0

Figure 11. Teachers in the home school.



How many hours a day are spent in lesson preparation, classroom instruction, independent study, and cottage industry?

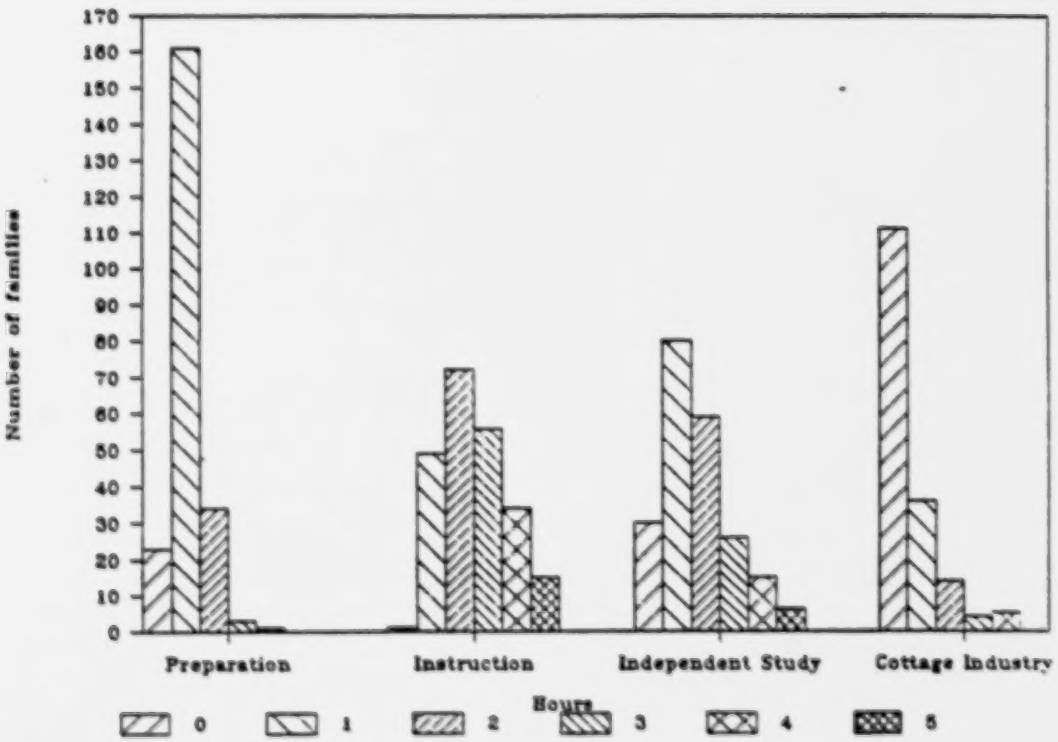
The total school day was approximately six hours long, with one hour spent in teacher preparation, two and one-half hours spent in student instruction, and two and one-half hours spent in supervision of independent study and cottage industry, as described in Table 15 and Figure 12.

Table 15

Home school Day

Activity	Hours Per Day							
	(0)	(1)	(2)	(3)	(4)	(5)	(6)	Mean
Preparation/teachers	23	161	34	03	01	00	00	1.09
Instruction/students	01	49	72	56	34	15	04	2.58
Independent Study	30	80	59	26	15	06	04	1.77
Cottage Industry	111	36	14	04	05	00	00	0.62
Totals	165	326	179	89	55	21	08	6.06
Average total hours in home school day								6.06
Average total hours in instructional day								4.97

Figure 12. Home school day.



Which subjects does your home school emphasize?

The respondents were asked to rank the following subjects in the order of emphasis at their school. The rankings of the subjects demonstrated a pattern of emphasis typical of a conventional Christian school: Bible, Language Arts, and Mathematics being the most emphasized; and Music, Art, and Physical Education being the least emphasized. These rankings are reported in Table 16.

Table 16

Academic Subjects Emphasized in Home School

Rank	Subjects	Respondents	Average
1	Reading	216	2.43
2	Bible	219	2.47
3	Mathematics	219	2.94
4	English	190	3.99
5	Spelling	188	5.28
6	Practical Skills	177	6.03
7	History	182	6.08
8	Science	191	6.20
9	Social Studies	160	7.53
10	Music	173	8.12
11	Art	182	8.74
12	Physical Education	168	8.89
Mean Ranking			5.72

Which educational aids do you have for instruction?

The respondents were asked to indicate which instructional aids they had available for use in their home school. The summary of their responses is presented in Table 17. Seventy percent or more of the home schools had instructional aids that are associated with conventional schools, such as books and magazines, maps, tape recorders, chalkboards, desks, etc. Half (50.8%) of the home schools had educational television available, but less than forty percent had video cassette recorders and personal computers available.

Where do you obtain instructional materials?

The respondents were asked to indicate from which sources they had obtained instructional materials for their home school. Bob Jones University Press and A Beka Books are the only sources from which fifty percent or more of the respondents had purchased instructional materials. Sources cited ten or more times are reported in Table 18; while those cited less than ten times are reported in Appendix D.

What is the relationship of your home school with local government or school officials?

One of the major concerns regarding home education is its relationship with governmental agencies. This question asked parents to indicate what their experience had been with local authorities. Less than four percent (3.3%) indicated that "they had been given a hard time." See Table 19 and Figure 13 for further explanation.

Table 17

Instructional Aids Available

Rank	Instructional Aid	Frequency	Percentage
1	Dictionary	237	94.8
2	Library Books	233	93.2
3	Textbooks	229	91.6
4	Globes and Maps	223	89.2
5	Audio Cassette Recorder	201	80.4
6	Magazines	198	79.2
7	Chalkboard	197	78.8
8	Encyclopedias	190	76.0
9	Student Desks	180	72.0
10	Educational Television	127	50.8
11	Video Cassette Recorder	093	37.2
12	Personal Computer	091	36.4
13	Copying Machine	072	28.8
14	Slide Projector	047	18.8
15	Cable Television	043	17.2
16	Movie Projector	036	14.4
17	Science Laboratory	024	09.6
18	Overhead Projector	007	02.8
19	Art & Craft Supplies	003	01.2
20	Other	021	08.4

Table 18

Sources of Instructional Materials

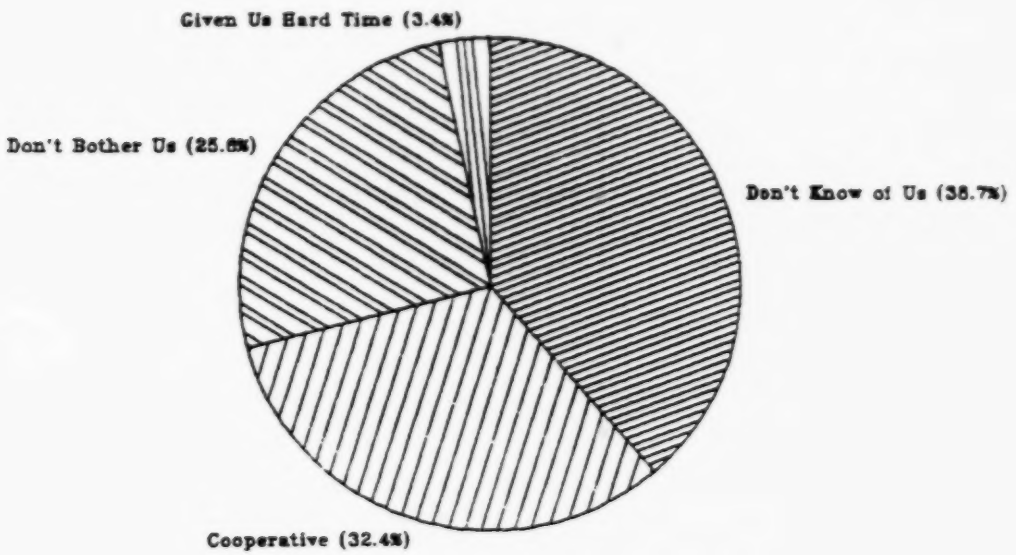
Rank	Publisher/Distributor	Frequency	Percentage
1	Bob Jones University Press	185	74.0
2	A Beka Books	133	53.2
3	Secular publishers	077	30.8
4	Rod and Staff	071	28.4
5	Hewitt-Moore	054	21.6
6	IBYC: ATTI (Gothard)	048	19.2
7	Alpha-Omega	033	13.2
8	Mott Media	030	12.0
9	Accelerated Christian Education	016	06.4
10	Christian Law Association	012	04.8
11	Christian Liberty Academy	012	04.8
Totals		671	

Table 19

Relationship with Civil Authorities

Relationship	Frequency	Percentage
They do not know we have a school	92	38.7
They do not bother us	78	32.4
They have been cooperative with us	61	25.6
They have given us a hard time	08	03.4
Totals	239	100.1

Figure 13. Relationship with civil authorities.



With which type of organization does your home school have a satellite relationship?

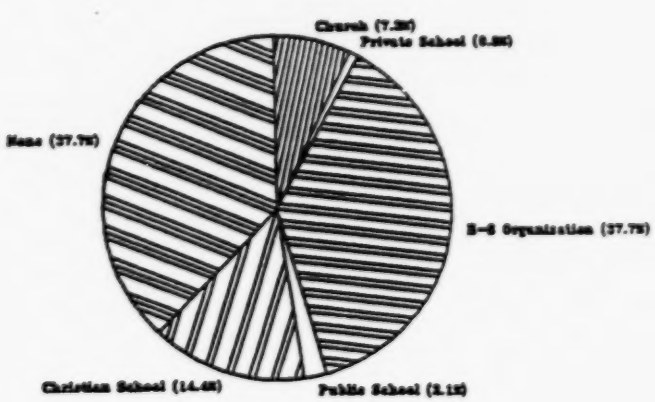
Approximately one-third (37.7%) of the home schools in this study reported no satellite relationship with another organization. Those that did have a satellite relationship, had that relationship with either a local church or Christian school, or a non-local home school organization. For further explanation, see Table 20, Figure 14, and Appendix D.

Table 20

Satellite Organizations

Rank	Satellite Organization	Frequency	Percentage
1	Home School Organization	90	37.8
2	No Organization	89	37.7
3	Local Christian School	34	14.4
4	Local Church	17	07.2
5	Local Public School	05	02.1
6	Local Private School	02	00.8
Totals		237	100.0

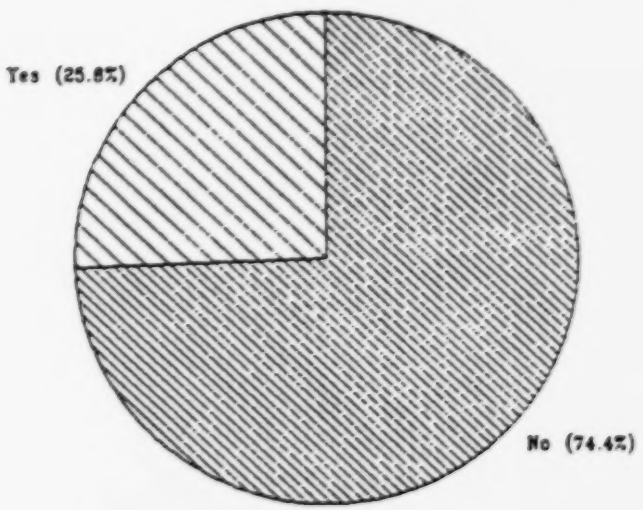
Figure 14. Satellite Organizations.



What type of cottage industry or family business does your home school operate?

Of the 234 families who responded to this question, 174 (74.4%) did not have a cottage industry (see Figure 15). The 60 (25.6%) families who did have a cottage industry, reported such diverse cottage industries as an Amway dealership, a garden, a baking business, a small farm, a talent agency, and a pet-boarding kennel. The complete list of cottage industries can be found in Appendix D.

Figure 15. Families having a cottage industry.



How much do you spend per child per year on instructional materials?

Seventeen percent of the families in this study spent less than $100 per child per year on instructional materials. The average amount spent on instructional materials was $175.42 per child per year. The complete pattern of expenditure can be seen in Table 21 and Figure 16. The relationship between motivation to start the home school and the amount of annual expenditure on instructional materials can be studied in Table 26.

What are the grade levels of your children? What level of enthusiasm do your children have for their home education?

Home education consists primarily of elementary and middle-school children, with ninety-three percent of the students studying at those grade levels. At ninth grade, the mean enthusiasm score drops from a "4--mildly enthusiastic" to a "3--take it or leave it." For further detail, see Table 22 and Figure 17.

What is the highest grade you plan to teach your children?

The parents were asked to circle a number from K to 12 to indicate the highest grade they planned to teach their children at home. The responses are reported in Table 23 and Figure 18. The response-pattern is predictable, except for the twelfth grade which seems inordinately high.

Table 21

Amount Spent On Instructional Materials

Rank	Amount	Frequency	Percentage
1	$200 - $250	53	22.3
2	$100 - $150	50	21.0
3	$150 - $200	49	20.6
4	Above $200	45	18.9
5	$ 50 - $100	32	13.4
6	Under $ 50	09	03.8
Totals		238	100.0

Average expenditure per child per year: $175.42

Figure 16. Amount spent on instructional materials.

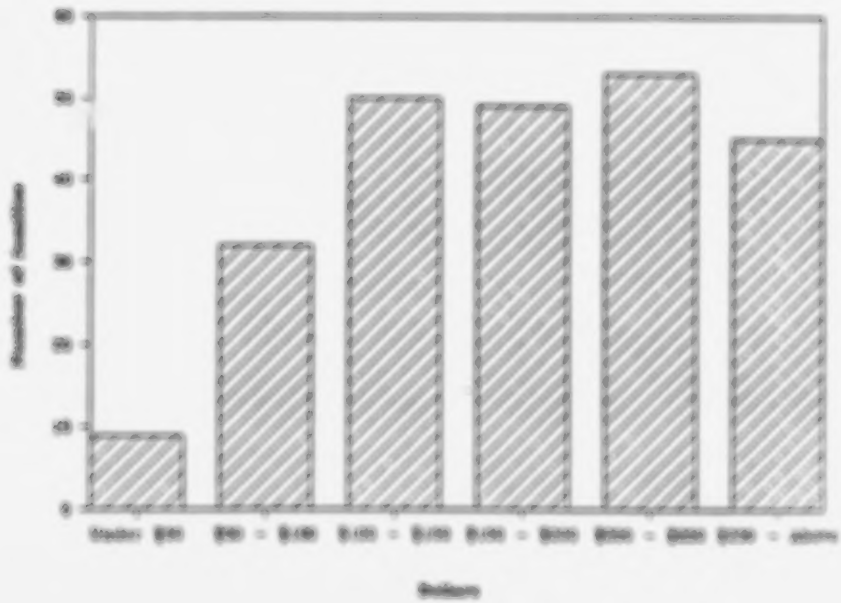


Table 22

Grade Level and Enthusiasm Level

Degree of Enthusiasm

(1) Very negative
(2) Mildly negative
(3) Take it or leave it
(4) Mildly enthusiastic
(5) Very enthusiastic

Grade	Boys	Mean	Girls	Mean	Total	Mean	Percent
K	51	4.37	34	4.47	85	4.42	18.3
1	42	4.50	41	4.37	83	4.44	17.9
2	25	4.48	29	3.93	54	4.17	11.6
3	29	4.14	28	4.29	57	4.22	12.3
4	26	4.46	22	4.36	48	4.41	10.3
5	15	4.27	19	4.37	34	4.32	07.3
6	16	3.94	12	4.08	28	4.01	06.0
7	11	4.36	12	4.00	23	4.18	04.9
8	13	4.31	08	3.75	21	4.03	04.5
9	04	3.50	08	3.88	12	3.69	02.6
10	04	3.75	06	3.50	10	3.63	02.2
11	02	3.00	01	4.00	03	3.50	00.6
12	01	3.00	05	4.40	06	3.70	01.3
Totals	239	----	225	----	464	----	99.8
Average	---	4.38	---	4.22	---	4.26	----

Figure 17. Grade level and enthusiasm level.

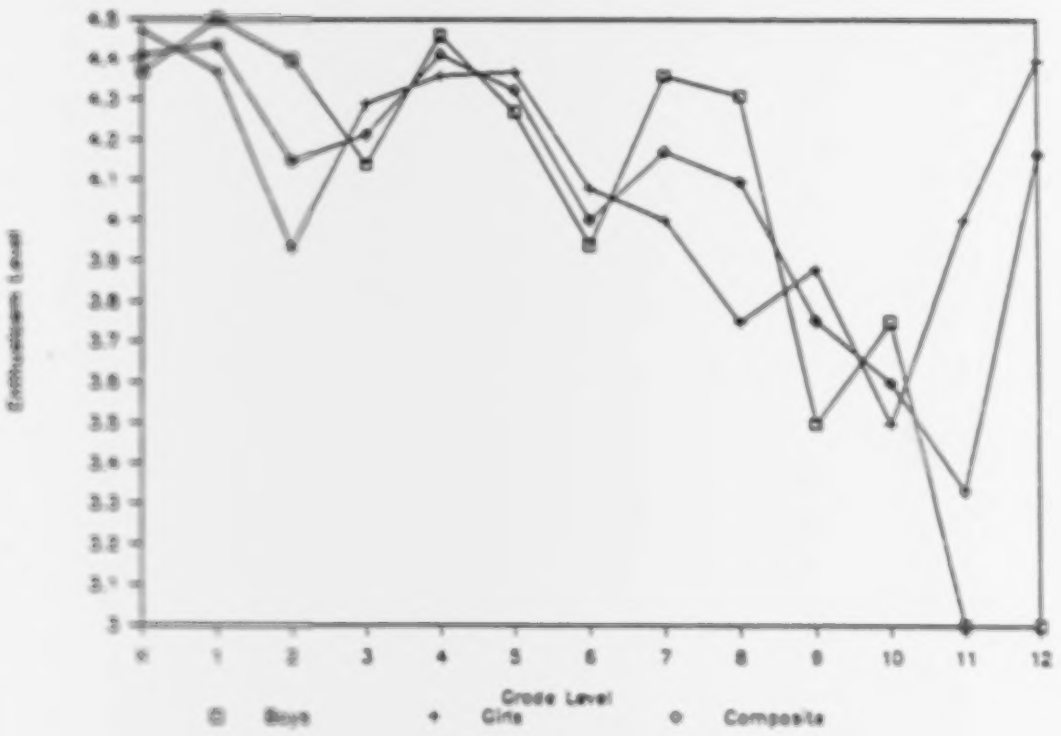
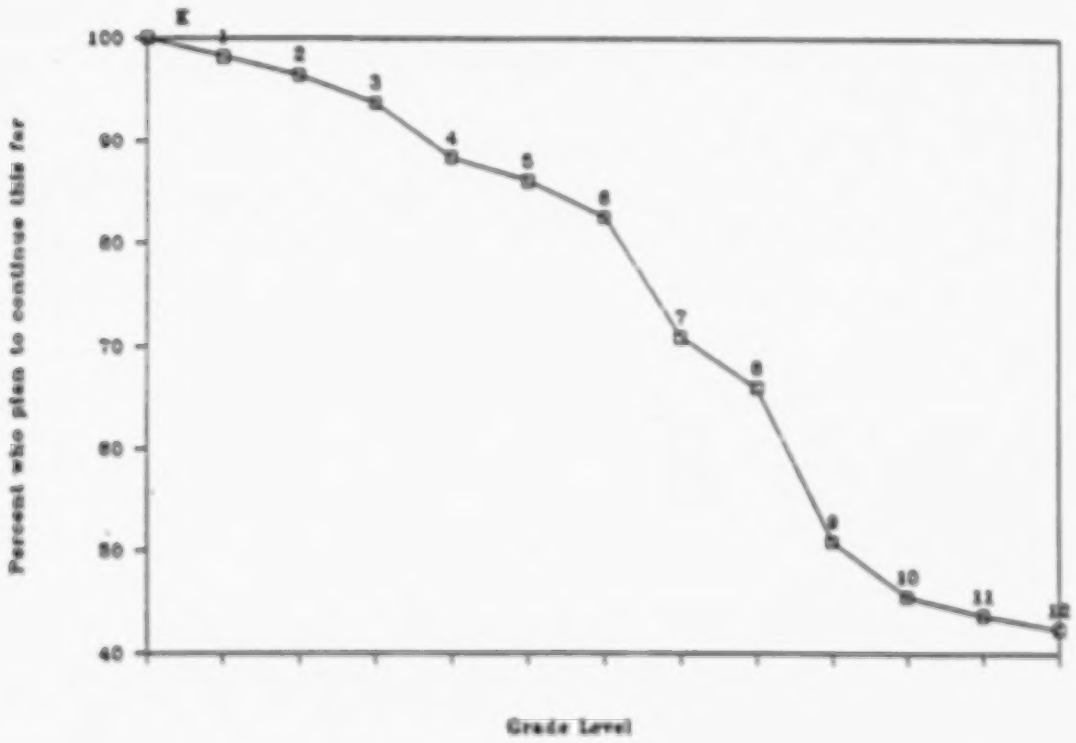


Table 23

Highest Grade to be Taught

Grade/Frequency				
K - 04	3 - 12	6 - 26	9 - 12	12 - 96
1 - 04	4 - 05	7 - 11	10 - 04	Total: 225
2 - 06	5 - 08	8 - 34	11 - 03	Mean: 8.67

Figure 18. Highest grade to be taught.



Do you and your friends plan to teach your children at home another year?

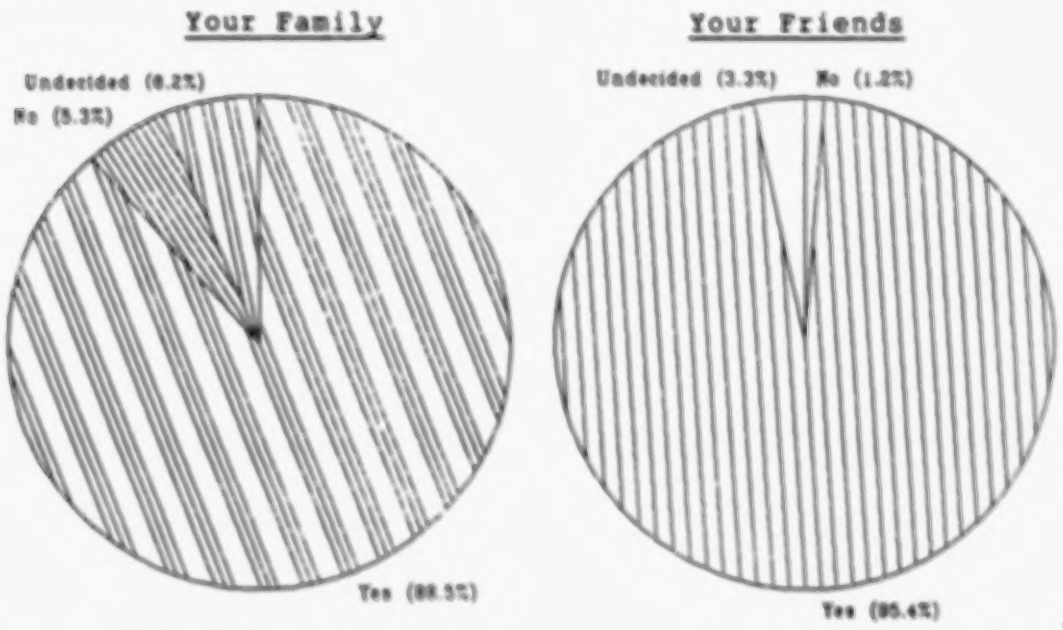
An overwhelming majority (88.5%) of the home school families in the study planned to teach their children at home another year; however, they expect more (95.4%) of their friends to continue than they do of themselves. This comparison of expectations is seen in Table 24 and Figure 19.

Table 24

Home School Plans for Next Year

You:	Yes 215 (88.5%)	No 13 (5.3%)	Undecided 15 (6.2%)
Friends:	Yes 230 (95.4%)	No 03 (1.2%)	Undecided 08 (3.3%)

Figure 19. Home school plans for next year.



If you have been operating a home school but do not plan to continue, please share your reasons for not continuing.

Table 25 reports the reasons given by the less than five percent who plan to discontinue their home school. This report presents a composite summation since some families gave more than one reason.

Table 25

Reasons for Discontinuing Home School

Reason	Frequency
We plan to put them in a conv. Christ. sch.	6
I (the mother) feel inadequate as a teacher	4
The children need to develop social skills	2
The children need the academic stimulation	1
It is too demanding to teach with a preschooler at home	1
The mother had to take a job outside the home	1
The husband's work schedule changed	1
We feel the children are missing some important opportunities available in a school situation	1
We are no longer in an itinerant ministry, so we can put our children in a regular school	1

What do you think is the future of home education?

Out of the 242 families who responded to this question, 232 families (96%) thought more would be teaching their children at home; 9 families (3%) thought it would stay the same; and 1 family (0.4%) thought fewer would be doing so.

What Are the Opinions of Home School Families About Their Families and Home Schools?

To answer this research question, the respondent families answered a number of sub-questions using a Likert Scale format. The response choices were on a scale from one to five, with five representing the most intense opinion and one the least intense opinion. These questions were designed to give the parents an opportunity to express their opinions about their homes and schools.

Why did you start your home school?

To these home school families, the fulfillment of their God-given responsibility was the strongest reason for operating a home school. Additional motivating factors are found in Table 26. The only factors that were not "important" were those relating to the cost of education and the age at which their children started school.

What things at the school your child previously attended were of greatest concern to you?

The most important concern (see Table 27) of these parents was the effect of peer pressure on their children. Their second greatest concern was the effect of rivalry and competition on their children.

The degree of concern (2.87) about the problems at the school their children had previously attended was not as strong as their degree of motivation (3.86) to start their school. From this difference, it could be inferred that the motivation to start their school was more "for" their home school than it was "against" their prior school.

Table 26

Reasons for Starting Home school

Reasons For Starting School	Degree of Importance (1) Very unimportant (2) Somewhat unimportant (3) Important (4) Somewhat important (5) Very Important						
	(1)	(2)	(3)	(4)	(5)	TOTAL	AVG
To fulfill my god-given responsibility	02	02	25	16	197	242	4.67
To have more control over what my children learn	05	01	25	26	186	243	4.59
To reduce the effect of peer pressure	04	08	25	33	173	243	4.49
To provide more religious instruction for my children	03	14	44	39	143	243	4.26
To improve the quality of our family life	03	13	56	31	138	241	4.20
To be able to spend more time with my children	03	11	64	44	121	243	4.11
To provide "special" education for my children	18	26	59	45	091	239	3.69
To help my children make greater academic progress	16	33	83	44	067	243	3.47
To be able to afford the education of my children	70	46	54	33	039	242	2.69
To enable my children to start school at a later age	90	42	48	21	035	236	2.44
Totals	214	196	483	332	1190	2415	3.86

Table 27

Concern About School Child Previously Attended

Areas of Concern	Degree of Concern (1) Very unimportant (2) Somewhat unimportant (3) Important (4) Somewhat important (5) Very important						
	(1)	(2)	(3)	(4)	(5)	TOTAL	AVG
Peer pressure	03	13	23	24	101	164	4.26
Rivalry and competition	18	16	41	30	51	156	3.51
Secular textbooks	38	15	19	12	71	155	3.41
Secular humanism	48	10	14	09	72	153	3.31
Too little academic chall.	29	37	32	25	34	157	2.99
Moral problems: drugs, sex	51	19	20	12	53	155	2.98
Too little discipline	38	30	24	22	40	154	2.97
Ridicule of Christian stands.	58	20	14	16	46	154	2.82
Too many inconsistencies	44	31	30	20	28	153	2.72
Excessive classroom regiment.	42	34	35	22	23	156	2.68
Lack of cooperation	52	26	22	27	27	154	2.68
Incompetent teachers	55	17	32	15	30	149	2.65
Teaching about evolution	68	12	17	13	40	150	2.63
Too much academic pressure	46	32	33	18	22	151	2.59
Too much homework	51	34	25	22	23	155	2.56
Overly strict discipline	73	38	21	14	07	153	1.98
Transportation problems	86	25	22	09	11	153	1.92
Totals	800	409	424	310	679	2625	2.87

What do you look for when choosing instructional materials?

The respondents were asked to indicate how important the following items (in Table 28) were to them when they were considering the purchase of instructional items. The factor that was the most important to them, "philosophy of materials," was chosen over any of the other concerns. "Talking with publisher's representatives" and "attendance at home school meetings" were judged as "somewhat unimportant."

Table 28

Selection of Instructional Materials

Factors Considered	Degree of Importance (1) Very unimportant (2) Somewhat unimportant (3) Important (4) Somewhat important (5) Very important						
	(1)	(2)	(3)	(4)	(5)	TOTAL	Avg
Philosophy of materials	04	01	14	21	199	239	4.72
Ease of using materials	02	02	46	63	126	239	4.29
Availability of materials	02	07	54	68	106	237	4.14
Support materials	04	15	52	59	111	241	4.07
Attractiveness & quality	04	06	59	72	98	239	4.06
Cost of materials	07	33	79	73	47	239	3.50
Someone's recommendation	16	32	78	69	42	237	3.38
Publisher's representative	68	67	51	26	21	233	2.42
Attendance at H-S meeting	75	61	46	26	16	224	2.32
Totals	182	224	479	477	766	2128	3.66

Which people or organizations have had the greatest influence on your home school?

The home school families in this study were influenced only to a limited degree by outside people and organizations. The only organizations having "some influence" on these families were their local support group, and Hewitt Research Associates (Raymond Moore) and Focus on the Family (James Dobson). All the other people or organizations had "little" or "no" influence on these families. This lack of influence is reported in Table 29.

How important is each of the following to the development of the social needs of your children?

One of the most criticized aspects of home education is the lack of meeting the socialization needs of the home school children (see Chapter Two). Because this problem is such an important concern, especially to critics of the movement, the home school families in this study were asked to indicate which activities they used to meet the socialization needs of their children. The summary of their responses in Table 30 shows that these families were not as concerned about meeting the socialization needs of their children as critics of the home school movement often are. These families chose informal rather than formal means of providing social opportunities for their children.

Table 29

Influences On the Home School

Person/Organization	Degree of Influence (1) No influence (2) Little influence (3) Some influence (4) Much influence (5) Great influence						
	(1)	(2)	(3)	(4)	(5)	TOTAL	AVG
Hewitt Research Associates	37	20	66	48	65	236	3.36
Local H-S support group	40	24	63	49	60	236	3.28
Focus on the Family	43	34	64	53	46	240	3.10
Family Life Seminars	132	12	29	31	30	234	2.21
Advanced Teacher Train. Inst.	131	22	19	16	41	229	2.19
H-S Legal Defense Assoc.	130	41	40	13	10	234	1.85
Christian Liberty Academy	155	21	25	21	07	229	1.71
Growing Without Schooling	184	19	16	05	01	225	1.31
Texas Coalition for H E	186	13	19	08	02	228	1.26
Christian Home Schools	207	08	06	02	02	225	1.15
Totals	1245	214	347	246	264	2316	2.15

Table 30

Social Needs of Children

Social Activity	Degree of Importance (1) Very unimportant (2) Somewhat unimportant (3) Important (4) Somewhat important (5) Very important						
	(1)	(2)	(3)	(4)	(5)	TOTAL	AVG
Religious activities & serv.	02	02	21	27	190	242	4.66
Visit relatives & friends	03	03	56	41	139	242	4.28
Activities with H-S families	13	32	75	60	57	237	3.49
Play with neighborhood child.	37	71	70	39	23	240	2.92
Summer camp	111	28	51	26	17	233	2.18
Neighborhood sports teams	94	71	39	20	12	236	2.09
AWANA	133	20	21	11	30	215	2.00
Future Farmers/4-H Clubs	152	33	23	14	05	227	1.62
YMCA/YWCA	158	33	24	11	03	229	1.55
Boy Scouts/Girl Scouts	169	21	22	12	05	229	1.53
Totals	872	314	402	261	481	2330	2.63

What degree of personal satisfaction do you receive from your home school experience from the following items?

The home school families in this study found their home school experience "very satisfying" as can be seen in Table 31. The factors that provided the greatest satisfaction were "seeing my children develop without peer pressure" and "knowing I am fulfilling my God-given responsibility." The factor that provided the least satisfaction was "saving money on the cost of my child's education." A lack of financial motivation for operating a home school was confirmed in Table 26.

Their greatest concern (see Table 27) and their greatest satisfaction were both the same: the effect of peer pressure on their children.

What degree of personal frustration do you receive from your home school experience from the following items?

These home school families found the home school experience "not very frustrating." Those factors that were frustrating (see Table 32) were related to the balancing of teaching and homemaking responsibilities by the primary teacher, the mother.

The highest source of frustration (2.61) was lower than the lowest source of satisfaction (2.95). From a comparison of these two indices, it could be concluded that these home school families are more satisfied than they are frustrated by their home school experience.

Table 31

Sources of Personal Satisfaction

Personal Satisfaction	Degree of Satisfaction (1) Not satisfying at all (2) Not very satisfying (3) Satisfying (4) Very satisfying (5) Intensely satisfying						
	(1)	(2)	(3)	(4)	(5)	TOTAL	AVG
Seeing my children develop without peer pressure	00	01	15	66	157	239	4.59
Knowing I am fulfilling my God-given responsibility	00	00	21	58	160	239	4.58
Having a better relationship with my children	00	02	29	74	132	237	4.42
Observing a more positive attitude in my children	00	02	40	71	124	237	4.34
Seeing my children excited about learning	01	03	29	96	109	238	4.30
Being able to spend more time with my children	00	01	37	90	110	238	4.30
Sensing a greater unity in my family	00	02	43	79	113	237	4.28
Feeling in control of my child's education	00	02	40	91	106	239	4.26
Having a more flexible family schedule	02	12	36	88	86	234	3.99
Seeing money on the cost of my child's education	27	38	111	29	22	219	2.95
Totals	30	93	421	736	1117	2357	4.28

Table 32

Sources of Personal Frustration

Personal Frustration	Degree of Frustration (1) Not frustrating at all (2) Not very frustrating (3) Frustrating (4) Very frustrating (5) Intensely frustrating						
	(1)	(2)	(3)	(4)	(5)	TOTAL	AVG
Being behind with housework	40	75	69	41	11	236	2.61
Having so little time for lesson planning/preparation	39	87	78	24	06	234	2.45
Having little time to myself	44	89	74	21	09	237	2.42
Being a spouse, parent, and teacher at the same time	47	97	66	18	09	237	2.35
Feeling tired all the time	56	88	63	19	09	235	2.31
Taking care of preschool children during school hours	76	60	57	20	09	210	2.23
Feeling inadequate	70	96	42	13	07	236	2.14
Not having enough money to spend on instructional items	76	93	44	12	13	236	2.14
Teaching several grades at the same time	83	93	29	13	05	223	1.94
Being concerned whether this is best for my child	118	89	30	04	06	239	1.77
Explaining our home school	120	79	23	12	02	236	1.72
Feeling rejected in church and community	139	52	20	11	05	235	1.69
Dealing with legal hassles concerning our school	152	44	20	07	04	226	1.53
Getting children to understand why we homeschool	162	59	11	02	00	234	1.37
Totals	1220	1003	634	217	95	3532	2.04

Summary of Opinions

Respondent families were asked seven questions about their families and schools. Their strongest opinion was about the degree of satisfaction received from their home school. Their mildest opinions were about "influences upon their school" and "degree of frustration from their school." The strength of these opinions is reported in Table 33.

From studying the "mean percent marking," it was observed that the most frequent percentages (25.4 & 27.6) were those in the (1) and (5) columns. These choices indicate strong opinions, both positive and negative, by these home school families about their families and schools.

Table 33

Strength of Opinions

Opinion	Percent Marking					
	(1)	(2)	(3)	(4)	(5)	AVG
Satisfaction from H-S	01.3	02.3	17.9	31.1	47.4	4.20
Reasons for starting H-S	08.9	08.1	20.0	13.7	49.3	3.86
Choosing instr. material	08.6	10.5	22.5	22.4	36.0	3.66
Concerns about prior sch.	30.5	15.6	16.1	11.8	25.9	2.87
Meeting social needs	37.4	13.5	17.3	11.2	20.6	2.63
Influences upon H-S	53.7	09.2	15.0	10.6	11.4	2.15
Frustration from H-S	37.5	33.5	19.5	06.7	02.9	2.04
Mean percent marking	25.4	13.2	18.3	15.4	27.6	3.06

What Are the Relationships Between the Characteristics of Home School Families, Their Home Schools, and Their Opinions About Their Homes and Schools?

The first three research questions were answered by summarizing the responses from the survey questionnaires. This fourth research question was answered by testing the statistical significance of the null hypotheses.

Hypothesis One: There is no relationship between annual family income and annual expenditure on instructional materials.

The Chi-Square test for independence using contingency tables was used to test the statistical significance of the degree of independence between annual family income and annual family expenditure on instructional materials. The results of this Chi-Square test are reported in Table 34 and Figure 20.

To eliminate cells in the contingency table that had an expected frequency of less than five, adjacent rows and columns were combined (Ferguson, 1959: Triola, 1986).

Since a Chi-Square of 26.296 or greater (df = 16 at the .05 alpha level) indicates a statistically significant relationship (Fisher & Yates, 1963), the null hypothesis is accepted (Chi-Square = 26.15634) and the alternate hypothesis that there is a significant relationship is rejected.

Although the relationship between variables is not statistically significant, the relationship that does exist is reported in Figure 21.

Table 34

Annual Family Income and Expenditure

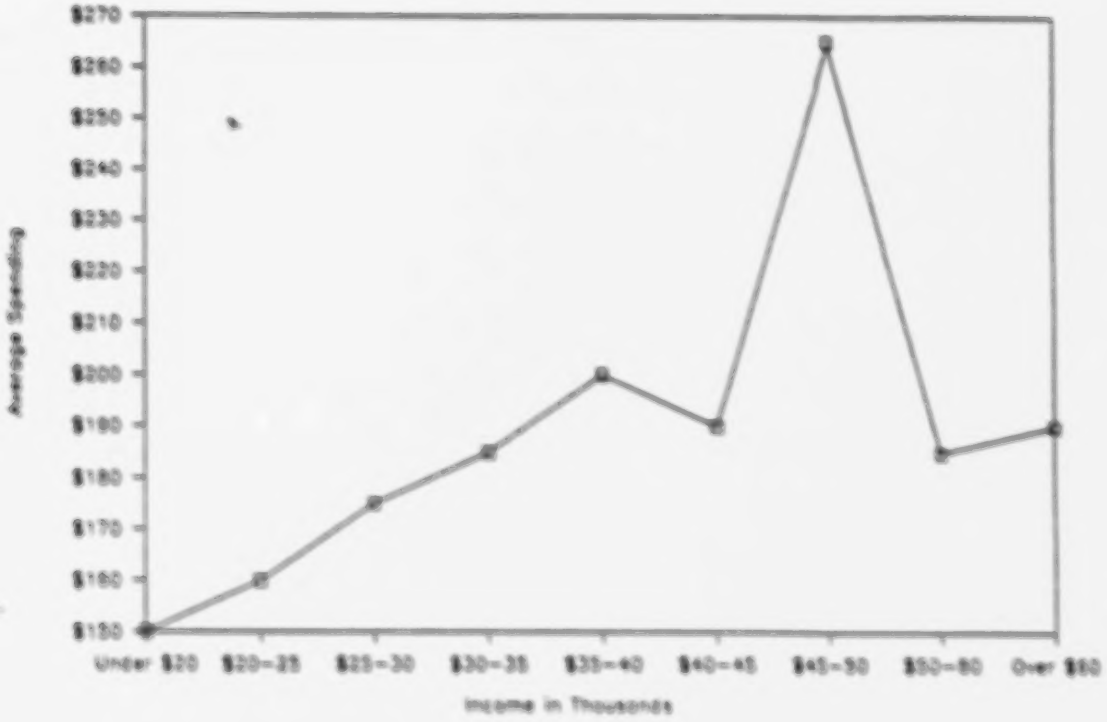
Chi-Square	26.15634
Degrees of Freedom	16
Level of Significance	.0519*
Pearson's R	.23484
Level of Significance	.0002

* Not statistically significant at the .05 level.

Figure 20. Contingency Table: Annual income and expenditure.

INCOME / EXPEND	2.00	3.00	4.00	5.00	6.00	ROW TOTAL
1.00	17	7	10	7	7	48
	35.4	14.6	20.8	14.6	14.6	20.8
	42.5	14.3	21.7	13.5	15.9	
	7.4	3.0	4.3	3.0	3.0	
2.00	7	11	8	6	5	37
	18.9	29.7	21.6	16.2	13.5	16.0
	17.5	22.4	17.4	11.5	11.4	
	3.0	4.8	3.5	2.6	2.2	
3.00	7	14	7	10	11	49
	14.3	28.6	14.3	20.4	22.4	21.2
	17.5	28.6	15.2	19.2	25.0	
	3.0	6.1	3.0	4.3	4.8	
4.00	6	6	9	7	7	35
	17.1	17.1	25.7	20.0	20.0	15.2
	15.0	12.2	19.6	13.5	15.9	
	2.6	2.6	3.9	3.0	3.0	
5.00	3	11	12	22	14	62
	4.8	17.7	19.4	35.5	22.6	26.8
	7.5	22.4	26.1	42.3	31.8	
	1.3	4.8	5.2	9.5	6.1	
COLUMN TOTAL	40	49	46	52	44	231
	17.3	21.2	19.9	22.5	19.0	100.0

Figure 21. Annual income and annual expenditure.



Hypothesis Two: There is no relationship between the type of school previously attended and the amount of concern by the parents about that school.

The statistical significance of the relationship between the school previously attended and the degree of parental concern about that school was measured using an ANOVA. The results of the ANOVA are reported in Table 35.

Since an F Ratio of 2.64 or larger (df = 3, 236 at the .05 alpha level) indicates a statistically significant relationship between variables (Fisher & Yates, 1963), the null hypothesis is rejected (F = 54.571) and the alternate hypothesis that there is a significant relationship between parental concern and the type of previous school is accepted.

Table 35

Previous School and Degree of Concern

Source	df	S.S.	M.S.	F Ratio	F Prob.
Between Groups	3	210.6961	70.2320	54.571	0.000*
Within Goups	236	303.7312	1.2870		
Totals	239	514.4273			

* Statistically significant at the .05 level.

To identify the source of this relationship, a Scheffe' test was run subsequent to the ANOVA with the results reported in Table 36. This Scheffe' test showed that the degree of concern by the parents whose children previously attended public schools was significantly different from those whose children attended any other type of school. The relationship between the level of parental concern and the type of school previously attended is reported graphically in Figure 22.

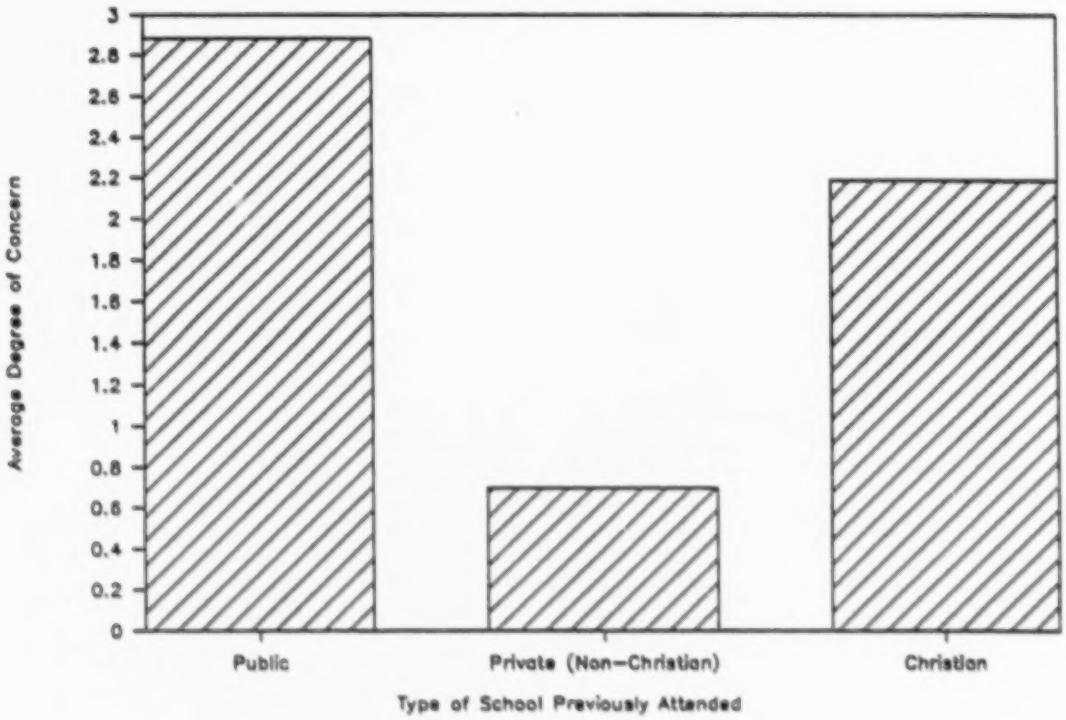
Table 36

Type of School and Degree of Concern

Group	Type	Mean	Groups Different From		
			1	2	3
1.	Public	2.8838	-	*	*
2.	Private	0.7000	-	-	-
3.	Christian	2.1871	-	-	-

* Statistically significant at the .05 level.

Figure 22. Previous school and degree of concern.



Hypothesis Three: There is no relationship between the satisfaction and frustration experienced by the parents from teaching their children at home and their plans for operating a home school another year.

The One-way Analysis of Variance test was to have been used to test the significance of this hypothesis. Due to the imbalance of the size of the groups (yes = 215, undecided = 15, no = 13) and the influence of the Central Limit Theorem (Chou, 1969; Pangano, 1986), the results from testing the relationship between parental satisfaction and frustration, and plans for operating a home school next year would have been invalid and spurious; consequently, it was not tested.

Hypothesis Four: There is no relationship between the education of the primary teacher (mother) and the satisfaction and frustration experienced by the teacher.

The One-way Analysis of Variance test was used to test the statistical significance of the relationship between the education of the mother and the satisfaction and frustration received by her from the home school. The results from this ANOVA are reported in Tables 37 and 38.

Since an F Ratio of 2.25 or larger (df = 5, 234 at the .05 alpha level) is necessary to be significant (Fisher & Yates, 1963), and both satisfaction (F = 1.252) and frustration (F = 1.506) are less than the critical F = 2.25; the null hypothesis is retained. Although not statistically significant, the relationship is graphed in Figure 23.

Table 37

Education and Satisfaction

Source	df	S.S.	M.S.	F Ratio	F Prob.
Between Groups	5	3.5231	0.7048	1.252	0.2858*
Within Groups	234	131.7243	0.5629		
Total	239	135.2474			

* Not statistically significant at the .05 level.

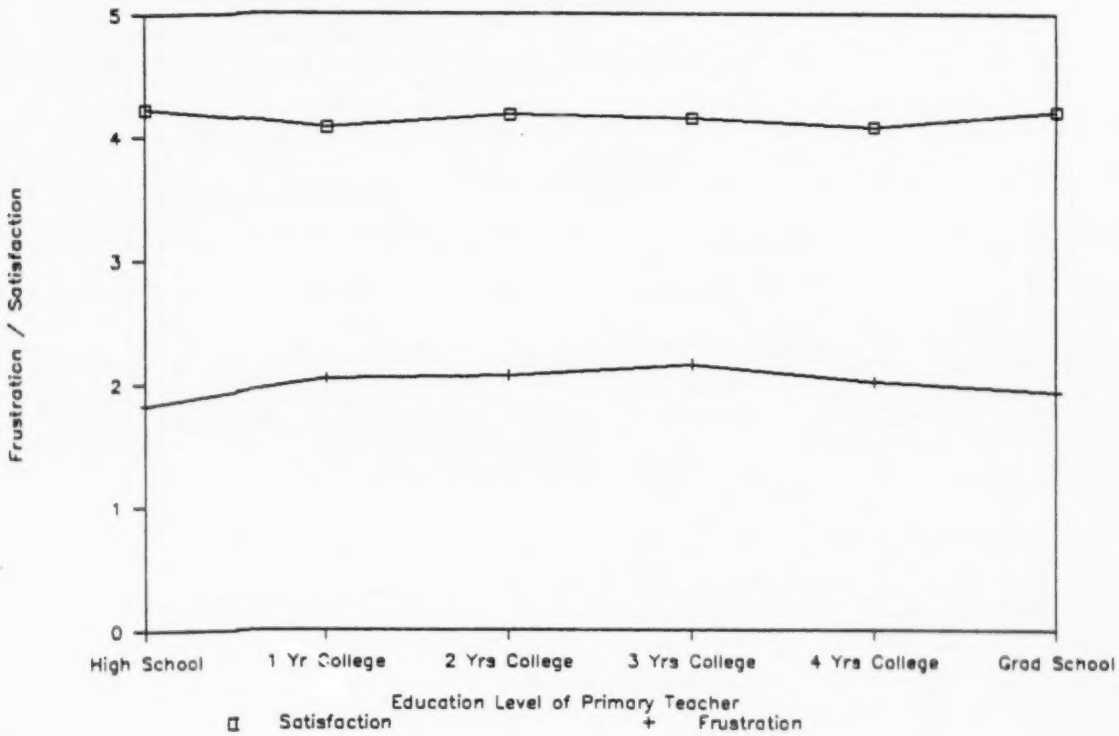
Table 38

Education and Frustration

Source	df	S.S.	M.S.	F Ratio	F Prob.
Between Groups	5	2.4725	0.4945	1.506	0.1887*
Within Groups	234	76.8272	0.3283		
Totals	239	79.2997			

* Not statistically significant at the .05 level.

Figure 23. Education and satisfaction/frustration.



Hypothesis Five: There is no relationship between degree of motivation to start the home school and the satisfaction and frustration received from the school.

Linear regression was used to measure the statistical significance of the relationship between the degree of motivation to start the home school and the satisfaction and frustration received from the home school.

The relationship between the degree of motivation to start the home school and the satisfaction received from the home school; and the relationship between the degree of motivation to start the home school and frustration received from the home school, are both statistically significant at the .05 level as reported in Tables 39 and 40.

Since the level of statistical significance of both parts of the hypothesis exceeds the .05 alpha level, the null hypothesis is rejected and the alternate hypothesis of a significant relationship is accepted. The relationship between motivation and satisfaction, and motivation and frustration is reported graphically in Figure 24.

From the scattergrams in Figures 25 and 26, we can see that the relationship between motivation and satisfaction (R = .40931) is greater that the relationship between motivation and frustration (R = .15558), though both relationships are statistically significant.

Table 39

Motivation and Satisfaction

Coefficient of Correlation	0.00231
Coefficient of Determination	0.16753
Level of Significance	0.000001*
Plotted Values	263
Degrees of Freedom (N - 2)	263

* Statistically significant at the .05 level.

Table 40

Motivation and Frustration

Coefficient of Correlation	0.13338
Coefficient of Determination	0.01420
Level of Significance	0.00729*
Plotted Values	263
Degrees of Freedom (N - 2)	263

* Statistically significant at the .05 level.

Figure 28. Motivation and satisfaction/frustration.

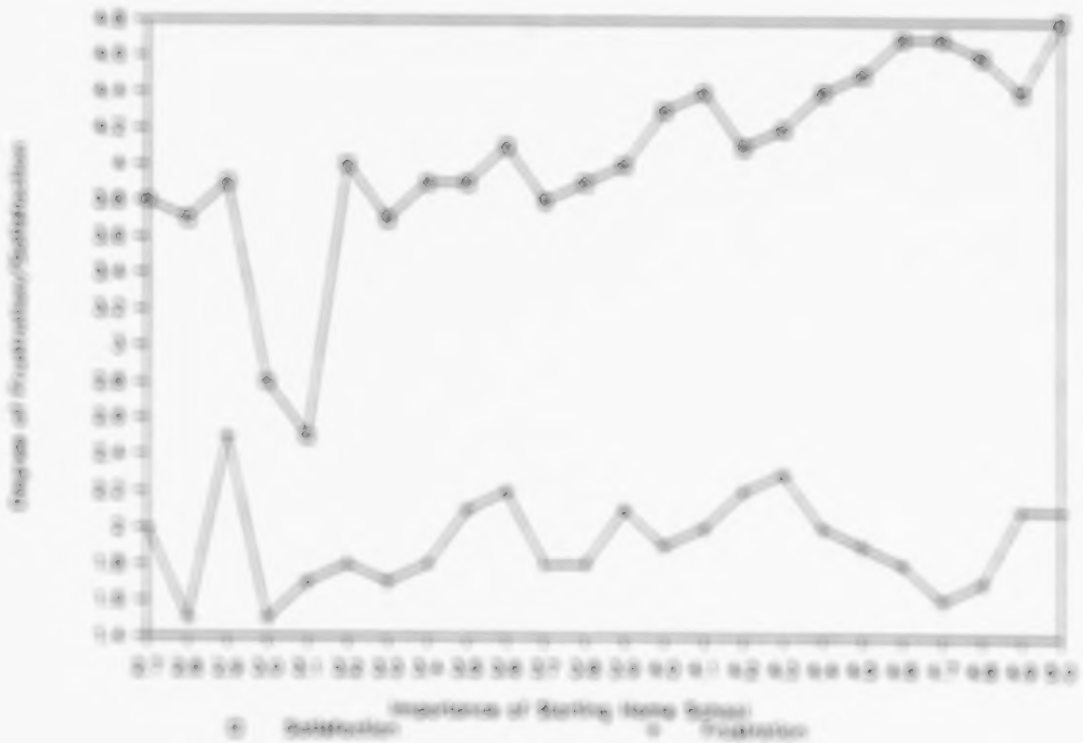


Figure 23. Scattergram: Motivation and satisfaction.

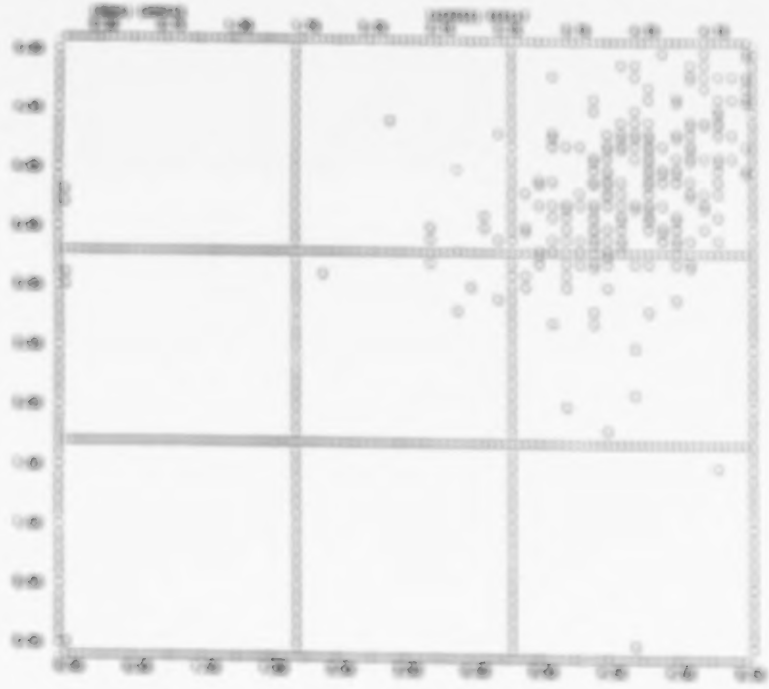
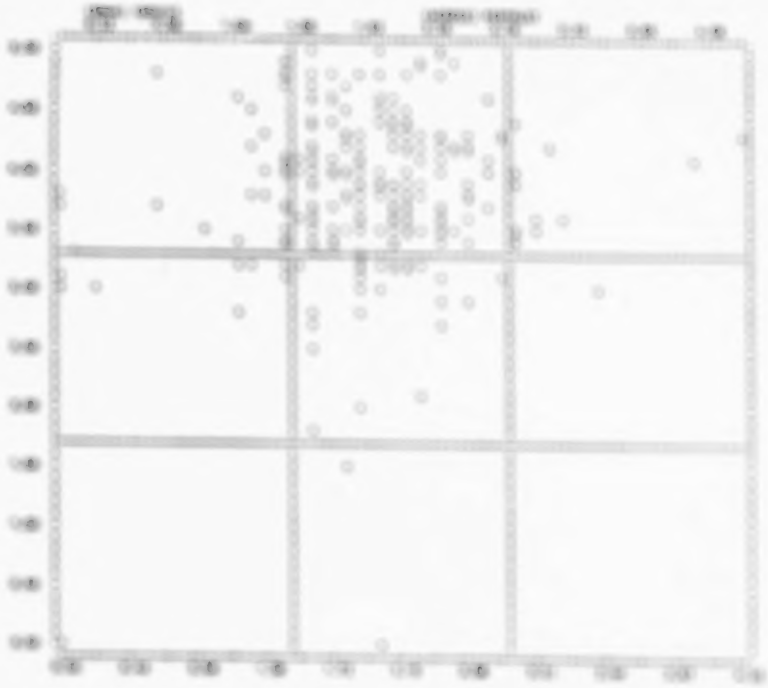


Figure 24. Scattergram: Motivation and frustration.



Hypothesis Six: There is no relationship between the grade level of the child and the enthusiasm of that child for home education.

The statistical significance of the relationship between grade level and enthusiasm level was measured using an ANOVA. The results of that ANOVA are reported in Table 41.

Table 41.

Grade Level and Enthusiasm Level

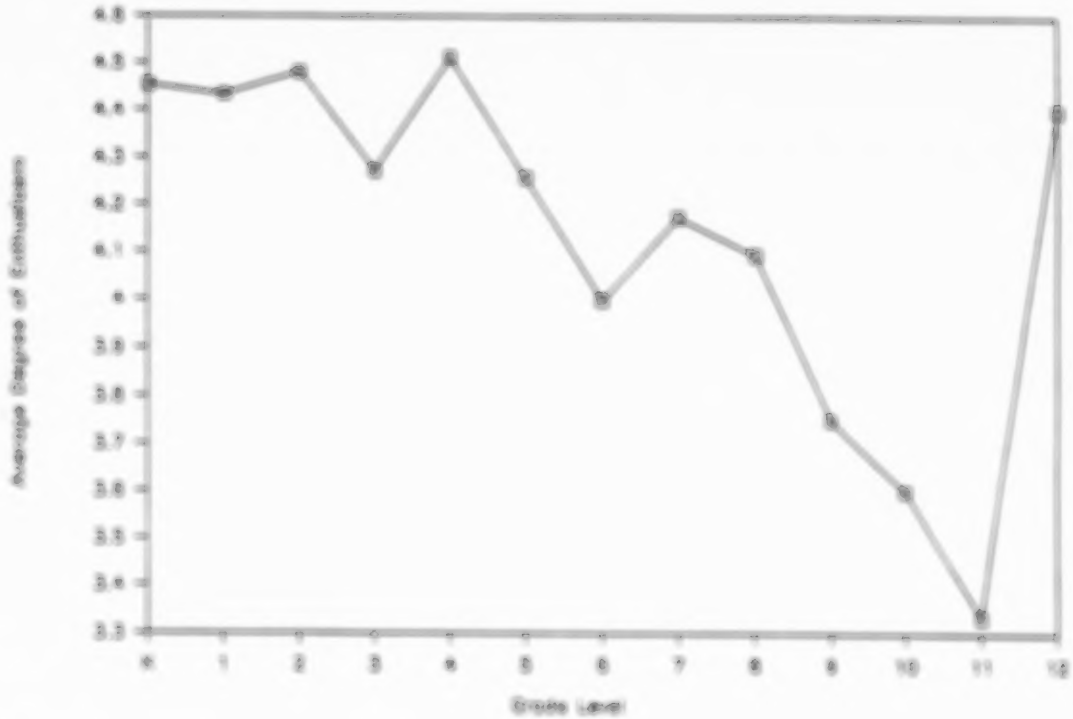
Source	df	S.S.	M.S.	F Ratio	F Prob.
Between Groups	12	23.1626	1.9302	2.868	0.0010*
Within Groups	698	342.2816	0.6873		
Totals	710	365.4442			

* Statistically significant at the .05 level.

Since an F Ratio of 1.77 or larger (df = 12, 698 at the .05 alpha level), indicates a statistically significant relationship (Fisher & Yates, 1963), the null hypothesis is rejected and the alternate hypothesis that there is a significant relationship between grade level and enthusiasm is accepted. This relationship is reported graphically in Figure 27.

A Scheffe' test was run subsequent to the ANOVA to identify the grade level source of that relationship; the results of the test showed no grade level significantly different from another at the .05 level.

Figure 27. Enthusiasm level and grade level.



Hypothesis Seven: There is no relationship between the type of community in which the family lives and the level of concern of the parents about the socialization needs of the child.

The statistical significance of the relationship between the type of community in which the fanily lives and the level of concern of the parents about the socialization needs of their children was measured using an ANOVA. The results of this ANOVA are reported in Table 42.

Table 42

Type of Community and Socialization Needs

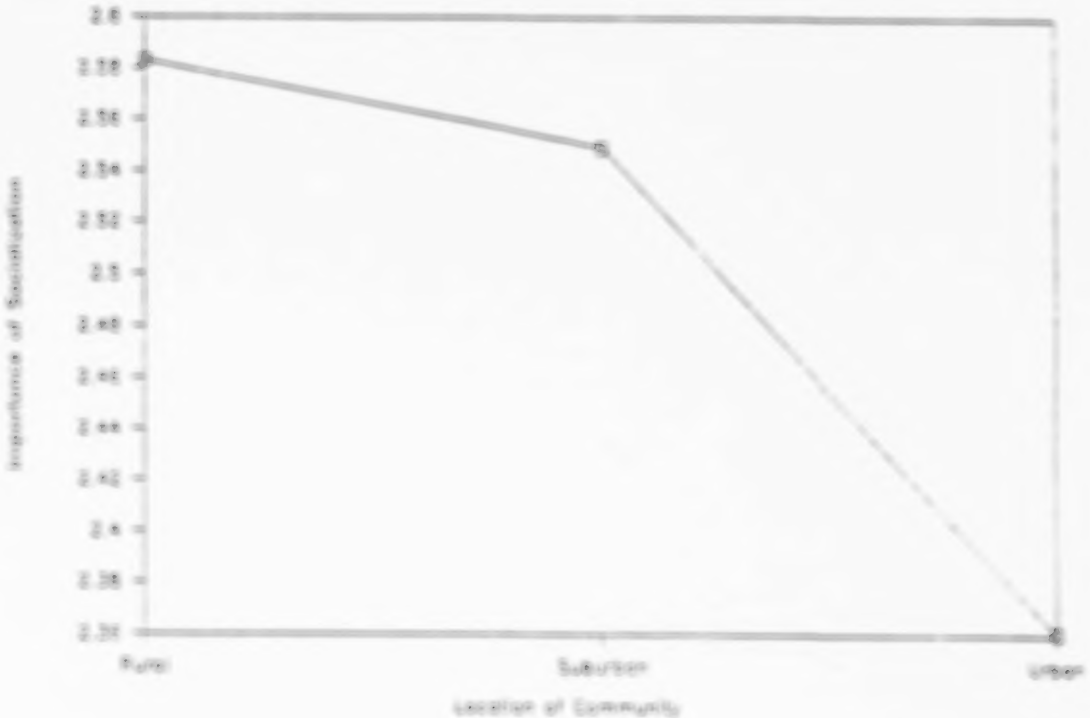
Source	df	S.S.	M.S.	F Ratio	F Prob.
Between Groups	2	2.3629	1.1814	0.541	0.5827*
Within Groups	235	512.8637	2.1824		
Totals	237	515.2266			

* Not statistically significant at the .05 level.

Since an F Ratio of 3.03 or larger (df = 2, 235 at the .05 level) is necessary to demonstrate a statistically significant relationship (Fisher & Yates, 1963), the null hypothesis is retained (F = 0.541).

Although not statistically significant, the relationship between the type of community in which the family lives and the level of concern about the socialization needs of the children is reported graphically in Figure 28.

Figure 28. Type of community and socialization needs.



Hypothesis Eight: There is no relationship between the frequency of oral reading per week, the visits to the public library per month, and the hours television is watched daily.

The Chi-Square test for independence using contingency tables was used to measure the statistical significance of the relationship between frequency of oral reading, visits to the public library, and hours television is watched per day. The results of this test are reported in Tables 43 and 44, and Figures 29 and 30.

To eliminate those cells in the contingency table that have an expected frequency of five or less, adjacent rows and columns were combined (Ferguson, 1959; Triola, 1986).

Since a Chi-Square of 15.507 or greater (df = 8 at the .05 alpha level) was necessary to demonstrate a statistically significant relationship (Fisher & Yates, 1963), the null hypothesis about the relationship between oral reading and visits to the public library was retained (Chi-Square = 7.02780) but the null hypothesis about oral reading and television watching was rejected (Chi-Square = 20.16010). The relationship between oral reading and library visits was not statistically significant, whereas the relationship between oral reading and television watching was statistically significant, though it was a negative relationship (Pearson's R = -.23546). These relationships can be studied in the contingency tables in Figures 29 and 30.

Table 43

Oral Reading and Library Visits

Chi-Square	7.02780
Degrees of Freedom	8
Significance	0.05336*
Pearson's R	0.12919
Significance	0.0217

* Not statistically significant at the .05 level.

Figure 29. Contingency Table: Oral reading/library visits.

READFRQ	LIBVTS 1.	3.	4.	ROW TOTAL
4.	22	22	6	50
	44.0	44.0	12.0	20.4
	25.3	20.6	11.8	
	9.0	9.0	2.4	
5.	15	17	5	37
	40.5	45.9	13.5	15.1
	17.2	15.9	9.8	
	6.1	6.9	2.0	
6.	7	8	5	20
	35.0	40.0	25.0	8.2
	8.0	7.5	9.8	
	2.9	3.3	2.0	
7.	10	18	10	38
	26.3	47.4	26.3	15.5
	11.5	16.8	19.6	
	4.1	7.3	4.1	
8.	33	42	25	100
	33.0	42.0	25.0	40.8
	37.9	39.3	49.0	
	13.5	17.1	10.2	
COLUMN TOTAL	87	107	51	245
	35.5	43.7	20.8	100.0

Table 44

Oral Reading and Television Viewing

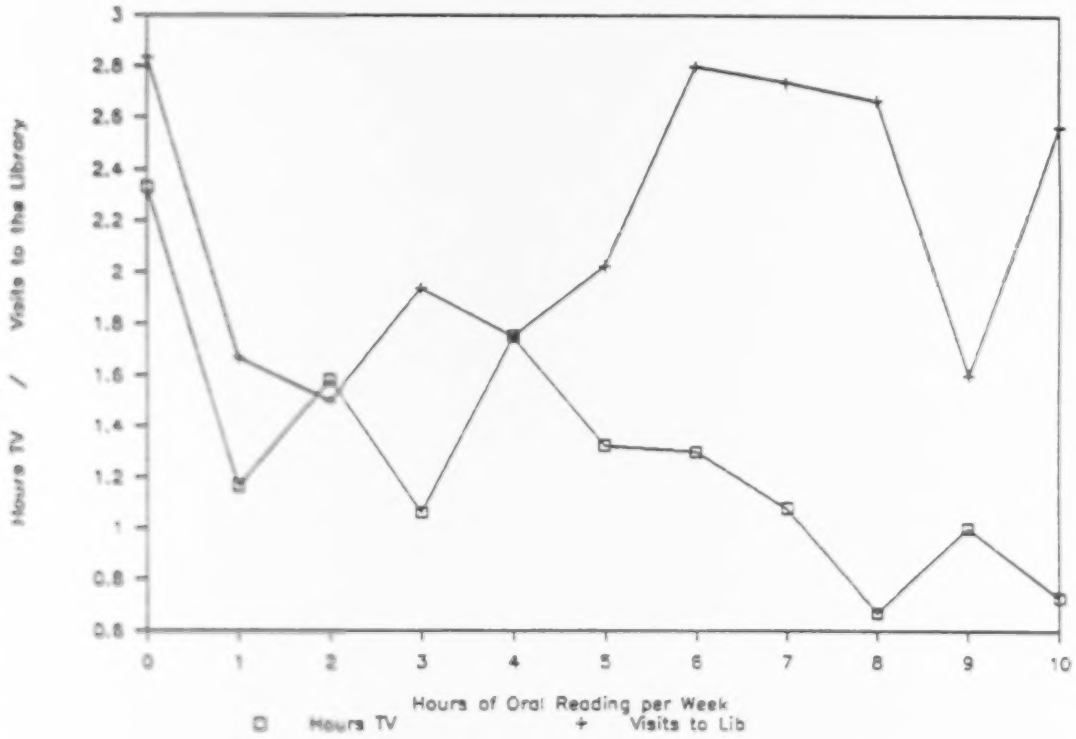
Chi-Square	20.16010
Degrees of Freedom	8
Significance	0.0097*
Pearson's R	-.23546
Significance	0.0001

* Statistically significant at the .05 level.

Figure 30. Contingency Table: Oral reading/television view.

READFRQ	TVHRS 0.	1.	2.	ROW TOTAL
4.	12	15	23	50
	24.0	30.0	46.0	20.4
	13.5	19.2	29.5	
	4.9	6.1	9.4	
5.	10	12	15	37
	27.0	32.4	40.5	15.1
	11.2	15.4	19.2	
	4.1	4.9	6.1	
6.	9	2	9	20
	45.0	10.0	45.0	8.2
	10.1	2.6	11.5	
	3.7	0.8	3.7	
7.	12	14	12	38
	31.6	36.8	31.6	15.5
	13.5	17.9	15.4	
	4.9	5.7	4.9	
8.	46	35	19	100
	46.0	35.0	19.0	40.8
	51.7	44.9	24.4	
	18.8	14.3	7.8	
COLUMN TOTAL	89	78	78	245
	36.3	31.8	31.8	100.0

Figure 31. Oral reading/library visits/television viewing.



Hypothesis Nine: There is no relationship between the number of months the school has operated and the satisfaction and frustration received by the parents from the school.

Linear regression was used to measure the statistical significance of the relationship between the number of months of operation and satisfaction and the number of months of operation and frustration.

The relationship between months of operation and satisfaction is significant at the .05 level; consequently, that part of the null hypothesis is rejected, and the alternate hypothesis of a statistically significant relationship is accepted. The relationship between months of operation and frustration is not significant at the .05 alpha level; consequently, that part of the null hypothesis is retained. These relationships are reported in Tables 45 and 46.

Figure 32 shows that satisfaction gradually increased as months of operation increased, "peaked" at 36 months, and then became erratic. In contrast, frustration remained stable, declined at about 42 months, and then became erratic.

In the scattergrams in Figures 33 and 34, we can see that the relationship between months of operation and satisfaction is greater than between months of operation and frustration. Tables 45 and 46 report a higher correlation between months of operation and satisfaction (0.17215) than between months of operation and frustration (0.08168).

Table 45

Months of Operation and Satisfaction

Coefficient of Correlation	0.17215
Coefficient of Determination	0.02963
Level of Significance	0.00346*
Plotted Values	245
Degrees of freedom (N - 2)	243

* Statistically significant at the .05 level.

Table 46

Months of Operation and Frustration

Coefficient of Correlation	0.08168
Coefficient of Determination	0.00667
Level of Significance	0.10131*
Plotted Values	245
Degrees of Freedom (N - 2)	243

* Not statistically significant at the .05 level.

Figure 32. Months of operation and satisfaction/frustration.

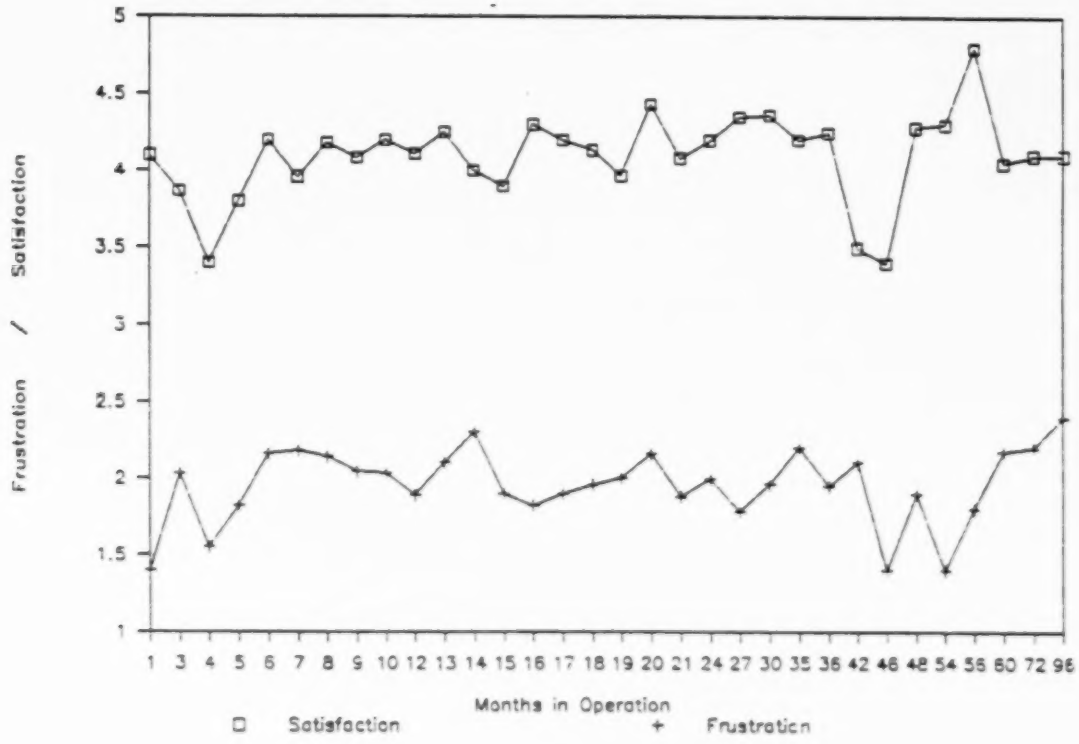


Figure 33. Scatterplot: Nonlin and extraversion.

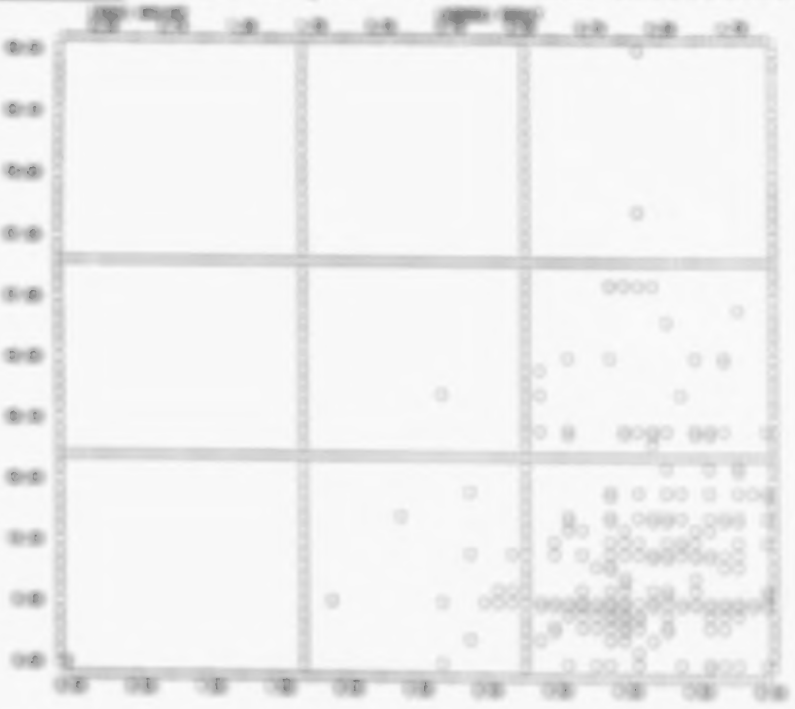
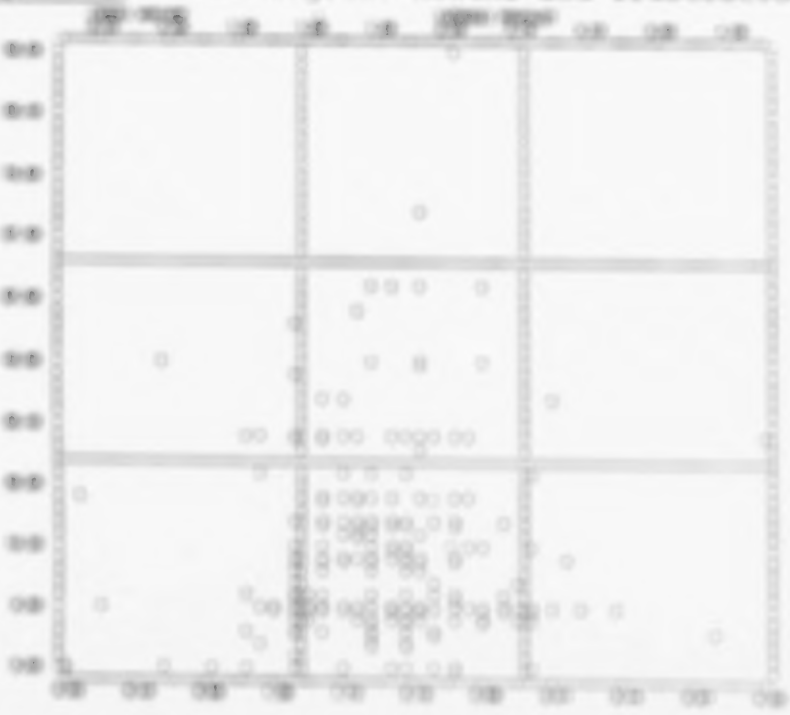


Figure 34. Scatterplot: Nonlin and Neuroticism.



Hypothesis Two: There is no relationship between the region of the country in which the family lives and the amount of influence home school organizations have on that school.

The statistical significance of the relationship between the region in which the family lives and the amount of influence on that family by home school organizations was measured using an ANOVA. The results of that ANOVA are reported in Table 47.

Since an F ratio of 2.68 or larger (df = 3, 261 at the .05 alpha level) indicates a statistically significant relationship between variables (Fisher & Yates, 1963), the null hypothesis is rejected (F = 3.518) and the alternate hypothesis of a significant relationship between the region of the country and the amount of influence is accepted.

To identify the source of that relationship, a Scheffe' test was run subsequent to the ANOVA, with the results of that test reported in Table 48. The Scheffe' test showed that the mean scores between the Southeast and the Southwest (see Chapter Three) were significantly different from each other at the .05 level, with no other region being significantly different from another.

Table 47

Region of the Country and Amount of Influence

Source	df	S.S.	M.S.	F Ratio	F Prob.
Between Groups	3	3.2884	1.0961	3.910	0.0093*
Within Groups	261	67.6833	0.2738		
Totals	264	70.7717			

* Statistically significant at the .05 level.

Table 48

Differences in Influence Between Regions

Group	Region	Mean	Region Difference From			
			1	2	3	4
1.	South East	1.8773	-	-	-	-
2.	North Central	1.9688	-	-	-	-
3.	South West	2.2330	*	-	-	-
4.	Far West	2.0769	-	-	-	-

* Statistically significant at the .05 level.

Hypothesis Eleven: There is no relationship between the satisfaction and frustration received by the parents from the home school and the highest grade they anticipate teaching their children at home.

The statistical significance of the relationship between the highest grade the parents anticipated teaching their children at home and the satisfaction and frustration they received from the school was measured using an ANOVA. The results of that ANOVA are reported in tables 49 and 50.

Since an F Ratio of 1.75 or larger (df = 12, 232 at the .05 alpha level) indicates a statistically significant relationship (Fischer & Yates, 1963), the null hypothesis of the relationship between highest grade and satisfaction is rejected (F = 2.418), and the alternate hypothesis is accepted; conversely, the null hypothesis of a relationship between highest grade and frustration is retained because the the F Ratio (F = 1.010) is less than the critical F Ratio (F = 1.75).

The relationships between the highest grade the parents anticipate teaching their children at home and the satisfaction and frustration received by the parents from the home school is presented graphically in Figure 35.

To identify the source of the relationship between highest grade and satisfaction, a Scheffe' test was run which showed no significant difference between grade levels.

Table 49

Satisfaction and Highest Grade

Source	df	S.S.	M.S.	F Ratio	F Prob.
Between Groups	12	10.1610	1.5110	2.610	0.0020*
Within Groups	232	134.3916	0.5793		
Totals	244	152.5326			

* Statistically significant at the .05 level.

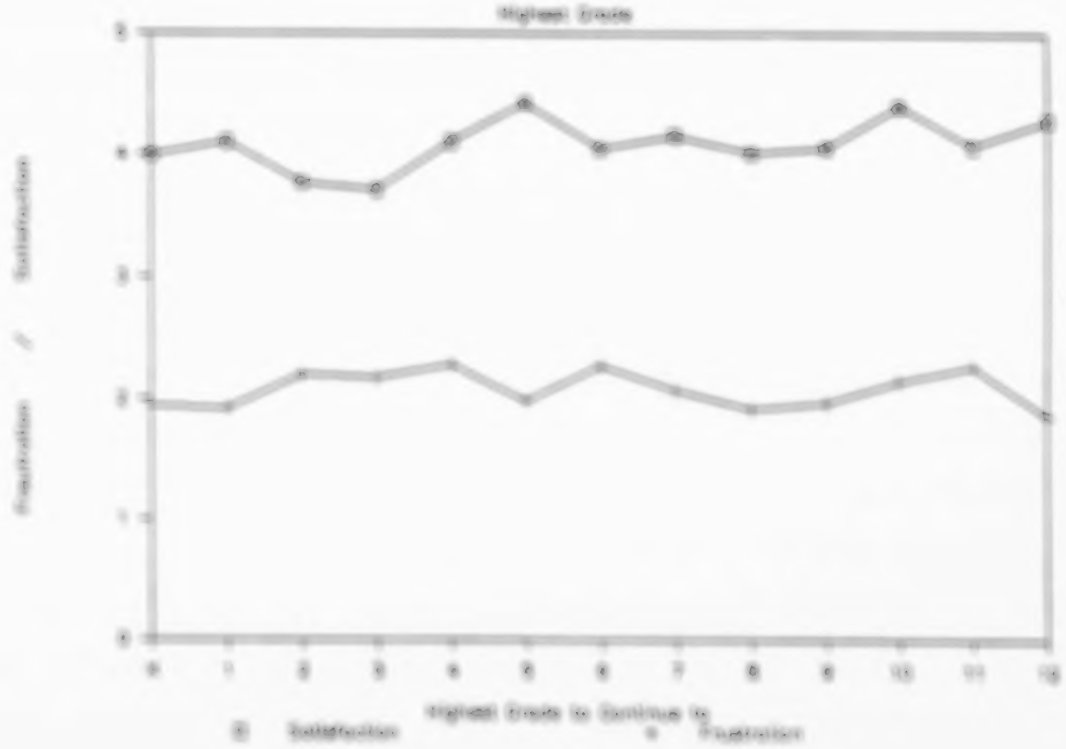
Table 50

Frustration and Highest Grade

Source	df	S.S.	M.S.	F Ratio	F Prob.
Between Groups	12	4.5775	1.3815	1.010	0.3776*
Within Groups	232	81.9239	0.3531		
Totals	244	86.5014			

* Not statistically significant at the .05 level.

Figure 35. Highest grade and satisfaction/frustration.



Summary of the Data

This study sought to answer four research questions about home education. The first three questions were answered by summarizing the responses from the survey questionnaires. The fourth question was answered by measuring the statistical significance of the null hypotheses.

Characteristics of Home School Families

The home school families were young adults and elementary and middle-school children. These families lived in suburban or rural communities. The parents were college educated, had annual incomes above the national average, and were professionally employed. Religiously, they were either evangelicals or fundamentalistes and attended church regularly. They discouraged television viewing and encouraged reading by the children.

Characteristics of Home Schools

The typical home school had operated less than three years, was taught by the mother, and emphasized Language Arts, Bible, and Arithmetic. The students were studying in adequately equipped schools at the elementary or middle-school level and were enthusiastic about their home education. The home schools spent $175 per child per year on instructional materials and purchased them from Christian publishers. The majority of the home schools had a good relationship with local authorities, and no relationship with home school organizations. Most of the home schools planned to continue another year.

Home School Opinions

The home school families in this study had strong opinions about their families and schools. They knew why they had started their home schools, what they did not like about the school their children had previously attended, and what was important to them when they evaluated instructional materials. They were more satisfied than frustrated with their home schools. They were not very concerned about the socialization needs of their children or about the influence of home school organizations.

Home School Relationships

This study showed statistically significant relationships between the following variables: (a) type of school previously attended and concern about that school, (b) the grade level of the child and the enthusiasm for home education, (c) frequency of oral reading and television viewing, (d) region of the country and degree of influence by home school organizations, (e) satisfaction and motivation to start home school, satisfaction and months of operation, satisfaction and anticipated highest grade, and (f) frustration and motivation to start home school.

The relationships between the other variables were not statistically significant (see Table 52).

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

Restatement of the Problem

This study was designed to identify the characteristics of those families that have chosen to teach their children at home, the characteristics of those home schools, the opinions of those families about their homes and schools, and the relationships between these characteristics and opinions.

Restatement of the Procedures

A thirty-seven item questionnaire was mailed to a randomly selected sample of 416 families taken from the Bob Jones University Press mailing list. The respondents returned 253 (62%) of the questionnaires. The responses from the questionnaires were summarized, analyzed, and graphed using R:base 5000, Lotus' 1-2-3, and SPSS software programs. The data generated by this process was used to answer the four research questions, the fourth of which was answered by testing the statistical significance of the null hypotheses.

Summary of Literature Review

To establish a rationale for this study, selected literature on home education was reviewed as follows.

Biblical Admonitions About Home Education

Many families teach their children at home because they have been convinced that Scripture demands it. The Bible repeatedly reminds parents of their responsibility regarding the education of their children, but no specific Scripture passage demands that the home be the exclusive means by which their children are educated. The Bible provides admonitions about and examples of childhood education but does not provide specific procedures and restrictions about the education of children.

Examples of Home Education From History

Parents' teaching their children at home seems to be a new idea; however, an examination of the literature indicates the opposite (Roberts, 1984). Examples of parents' educating their children at home can be found throughout history (Jackson. n.d.). To illustrate this precedent for home education, three diverse historical periods were considered: Old Testament Education, New Testament Education, and American Colonial Education.

Old Testament Education

The aim of every Hebrew parent was to teach the next generation (Gangel & Benson, 1983). Two examples of home-educated children were Isaac and Moses. Hebrew education began at a tender age, though it is impossible to determine the exact age, and was primarily religious and vocational (Eavey, 1964). Even though Hebrew families have always highly regarded the education of their children, Israel repeatedly failed to follow God's plan for the

education of their children. To assist with this educative process, the Hebrews established schools of the prophets during the monarchy and synagogue schools during the exile (Eavey, 1964).

New Testament Education

During the century covered by the New Testament, children were educated in the home by the parents and in the elementary schools associated with the synagogue (Barclay, 1959; Deen, 1963). By the New Testament period, schools for teaching the Law, and reading, writing, and arithmetic were common (Deen, 1963). The New Testament church apparently made no provision for the formal education of its children, reserving that responsibility for the home and the synagogue school.

American Colonial Education

There were three distinct patterns of education in American colonial education and each had a different perspective on home education: the New England Colonies with their emphasis on religious education, the Middle Colonies with their emphasis on parochial education, and the Southern Colonies with their emphasis on private education as a family concern (Rippa, 1976).

The New England colonies believed the family was the most important educational agency; consequently, home education was the predominant form of education during the colonial period (Bailyn, 1972; Whitehead, 1984). No formal system of public education was ever envisioned by the early settlers (Rippa, 1976). Education was considered a parental

responsibility and was left for parents to provide through home and church (Whitehead & Bird, 1984).

The Middle Colonies were characterized by religious and educational diversity. Education generally followed sectarian lines with each religious group educating its children in its own churches and schools (Rippa, 1976). In contrast to the religious and classical education of the New England Schools, the middle colonies emphasized practical and vocational education (Gangel & Benson, 1983) which took place in the parochial schools of its various religious groups.

The Southern Colonies considered education a private and individual concern rather than either a civil or religious matter. The rich educated their children through private tutors, grammar schools, and colleges, without assistance by either church or state (Eavey, 1964). The Anglican Church established charity schools for the children whose parents could not afford to pay for their children's education.

As examples of previous occurrence of home education, three historical periods were reviewed. The present interest in home education is unique in that home education is currently being chosen from a diversity of available educational options rather than its being the only viable option, as was often the case in these earlier periods.

Legal Provision for Homeschooling

The legality of home education is one of the major concerns of the home school movement. The legal provision for home education has its origin in the Supreme Court and its application in the lower courts.

U. S. Supreme Court Decisions

The Supreme Court has not decided any case specifically about home education; however, some of the cases it has decided have established legal precedents that have been applied to similar cases before both the Supreme Court and the lower courts. Supreme Court decisions have established the following legal foundations that are relevant to home education: (a) the right of a private school to exist as an alternative to the public schools, (b) the parents' right to choose the preferred type of education for their children, and (c) the state's right to regulate private education.

Lower Court Rulings

Whereas lower court rulings do not have the influence of Supreme Court decisions, they are still valid within their jurisdictions. The Supreme Court has provided the legal foundation for home education; however, the lower courts interpret how these Supreme Court decisions are applied. These lower court rulings were considered under the following topics: (a) the parents' right to teach their children at home, (b) the state's right to regulate private education, (c) exemptions to compulsory attendance statutes based on first amendment rights, (d) exemptions to compulsory attendance statutes based on non-first amendment rights, and (e) clarification by the courts of the following educational terms: school, home school, equivalent, and qualified.

Is Home Education Legal?

The answer to this question depends on the state, school district, and year in which a person lives. The legality of

home education is going through a period of rapid change; the legal status of home education varies almost daily. Feinstein (1986) concluded that after years of court and legislative battles, most of the strictures that have kept parents from teaching their children at home have been swept away, thereby giving parents greater freedom to teach their children at home.

Psychological Aspects of Home Education

Although a home school exists primarily for educational purposes, psychological needs must be considered also. The psychological needs mentioned most often in relationship to home education are the socialization needs of the child and the age at which the child begins formal instruction.

Socialization Needs of the Child

The question about the socialization needs of the child is asked more frequently of home school families than any other question (Helwig, 1986; Taylor, 1986). Feinstein (1986) expressed a concern that home schoolers could easily become social isolates. Most home school families agreed that socialization is not an easy question to deal with (Helwig, 1986). Holt (1983A) and Moore (1982, 1984, 1985A), home school advocates, contend that the absence of socialization in the home school is a strength rather than a weakness of the home school. Kiser (1985) stated that peer pressure is a permanent part of life, and one must learn to deal with it rather than avoid it, as is done in the home school, even though it might be more comfortable to avoid it.

Age To Start School

One of the advantages of home education is the option it gives to the parents about the age at which formal instruction begins for the child. Bolles (1986) described this option as a major benefit of home education since it gives the parents greater opportunity to develop readiness skills and the self-concept before initiating instruction with their children. Moore (1984) contended that starting formal schooling too early only multiplied rote learning and deprived the child of free exploration so critical to the development of genius. Bolles (1986) interjected the concern that boys are especially vulnerable to the negative effects of early entrance into school. Moore (1982) concluded that most children do not reach an adequate level of maturity for formal instruction until eight to ten years of age.

Educational Aspects of Home Education

The growth of home education is a direct result of the perceived deterioration of public education and the dissatisfaction of parents with their children's education, in both Christian and public schools.

Public School Deterioration

Public school education has deteriorated in the last quarter century (Towns, 1974). In 1983, The National Commission on Excellence in Education, presented to the American people its report, A Nation at Risk, which chronicled the deterioration of public school education.

Parental Dissatisfaction

Parents have become concerned about the quality of

education their children are receiving (Gustavsen, 1980; Linden, 1983) and are reacting to that concern by removing their children from both public and private education, and educating their children at home instead.

Instructional Advantage

The home school environment provides a major instructional advantage in its tututorial relationship, instead of group instruction as in conventional education.

Academic Achievement

There has been little research to document the academic quality of home education; however, Holt (1981) and Moore (1979b) claim home-schooled children outperform students educated conventionally. Linden (1983) found that after receiving only three hours of formal instruction and then working independently on assignments, students were able to achieve at a rate equal to that of students in public schools. Feinstein (1986) cited the conclusion of a university professor concerning home education, "From what I have seen so far, these children are learning better than their counterparts in school, and they are in no way damaged by the experience" (p. 22).

Characteristics of Home School Families

Since the characteristics of home school families and their home schools were the objects of this study, the foundation from prior research was of special interest to this researcher.

Religious Characteristics

The majority of home schoolers are religious

fundamentalists who are unhappy with the failure of the public schools to teach acceptable values to their children (Divoky, 1983). Feinstein (1986) attributes religious motives to the recent surge in home schooling and observes that its growth parallels the rise of Christian fundamentalism.

From the literature, it would be reasonable to conclude that most home school families were religiously motivated to start their home school.

Personal Characteristics

Home school families tend to be small (4-5 members), with two children being taught at home (Linden, 1983). They live in single family dwellings in rural, suburban, or small-town communities (Gustavsen, 1980; Linden, 1983).

The father is the primary wage-earner, has a skilled or professional occupation, and earns between ten and twenty thousand a year (Gustavsen, 1980; Linden, 1983).

The mother is the primary teacher in the home school and is not gainfully employed. She has finished high school (Linden, 1983), and may have completed one to three years of college (Gustavsen, 1980), though Feinstein (1986) found that forty percent of home school mothers were college graduates.

Home school families monitor closely what their children watch on television and encourage their children to read instead; consequently, they take their children to the public library often (Linden, 1983).

These families are politically conservative but not radicals (Gustavsen, 1980).

Characteristics of the Home Schools

Each home school reflected its originating home, consequently the home schools were as different as the homes; however, some characteristics were common to most of these home schools.

The Students

The typical home school had two students (Gustavsen, 1980), at the elementary or middle school level with more male than female students who preferred the home school over the conventional school (Linden, 1983).

The Instruction

The instructional process was informal, child-centered, and flexible (Gustavsen, 1980). The school day consisted of three hours of instruction and two and one-half hours of supervised independent study and work on the cottage industry (Linden, 1983). The home school stressed subjects similar to the public school, yet with a strong emphasis on Bible and reading (Linden, 1983). Many of the home schools used instructional materials designed specifically for home education (Linden, 1983) and the public library as an auxiliary resource (Gustavsen, 1980). Academic progress was equal to or exceeded that of the students in the public school, though accomplished in less time. Progress was assessed by standardized tests (Linden, 1983).

The Motivation

Gustavsen (1980) found that home school families started their home schools for the following reasons: (a) concern for the character development of their children; (b) concern

about the harmful effects of rivalry and ridicule in conventional schools; (c) concern about the poor quality of public school education; and (d) a desire to have greater parent-child contact.

Linden (1983) identified the following reasons for parents having started their home schools: (a) concern about the teaching of evolution; (b) the lack of religious freedom; (c) the stifling of childhood creativity; (d) the prevalence of alcohol, drugs, and sex in their child's school; (e) the lack of respect by their child's peer group for authority figures; (f) the lack of discipline in the overly-large classrooms; and (g) the promotion of ungodly, humanistic, philosophies in the classroom.

The Relationships

Some home school families testified that their home school had been influenced by home school literature, organizations, and leaders (Linden, 1983; Feinstein, 1986). They also reported that school authorities gave them little support and in general were not helpful (Linden, 1983).

Summary of the Data Analysis

This study sought to answer four research questions about home schools. The first three questions were answered by summarizing the responses from the survey questionnaires. The fourth question was answered by testing the statistical significance of the eleven null hypotheses.

What are the Characteristics of Families Who are Educating Their Children at Home?

The typical home school father was 34.7 years old, had

completed four or more years of college, and was self-employed or employed in a professional or skilled occupation.

The typical home school mother was 32.7 years old, had completed four or less years of college, and was not gainfully employed outside the home.

The typical home school family had 2.78 children who averaged 7.4 years of age and were in the the elementary or middle-school grades.

The typical home school family lived in a suburban or rural community.

The typical home school family labeled itself as either Evangelical or Fundamental, and a minority and/or Charismatic; and attended religious services two or three times a week.

The typical home school family had an annual income of $31,000, which was primarily that of the father since most mothers were not gainfully employed.

The typical home school family watched television two hours or less per day and preferred shows such as "The Bill Cosby Show," "Little House on the Prairie," "Sesame Street," "Mr. Roger's Neighborhood," and programs on the Disney channel. As a substitute for television, home school families encouraged their children to read by reading to them, taking them to the public library, and having magazines and newspapers available for them to read.

What are the Characteristics of the Home Schools Established by Those Families?

The typical home school has operated three years or less, with the most common duration being nine months.

The typical home school was taught by the mother with the father acting in an ancillary role.

The typical home school had an instructional day that consisted of one hour of teacher preparation, two and one-half hours of student instruction, and two and one-half hours of independent study and cottage industry.

The typical home school had a curriculum that emphasized Bible, Language Arts, and Math; and deemphasized Music, Art, and Physical Education.

The typical home school had instructional aids commonly available in a conventional institutional school, for example, desks, chalkboards, textbooks, maps, library books, magazines, and tape recorder. About half of the schools used educational television. Approximately one-third of the schools had video cassette recorders and personal computers. Only a small percentage of the schools had more expensive aids, such as a science laboratory, a movie projector, or an overhead projector, available for use.

The typical home school purchased its instructional materials from (in descending order of frequency) Bob Jones University Press, A Beka Books, secular publishers, Rod and Staff, Hewitt-Moore, Institute in Basic Youth Conflicts, Alpha-Omega, and Mott Media.

The typical home school had a good relationship with

civil authorities, with only 3.4% reporting that local authorities had given them a hard time.

The typical home school did not have a satellite relationship, and most of those that did, were associated with a local support group or a non-local home school organization.

The typical home school did not have a cottage industry, and those that did had varied interests (see Appendix D).

The typical home school spent $175 per year per child on instructional materials.

The typical home school had an equal number of male and female students, who had previously attended either a public or Christian school (though approximately one-third had never attended any school), studying at the elementary or middle-school level. After the eighth grade, enrollment, enthusiasm, and plans to continue home schooling declined.

The typical home school planned to operate another year and had friends who also planned to continue.

The typical home school thought more families would be teaching their children at home in the future.

What are the Opinions of Home School Families About Their Families and Home Schools?

To answer this research question, the home school families answered the following sub-questions on the questionnaire about their families and schools.

Why did you start your home school?

The typical home school family started its home school to fulfull its God-given responsibility, to have more control

over what their children learn and to reduce the harmful effects of peer pressure on their children.

What things at the school your child previously attended were of greatest concern to you?

The typical home school family was concerned about the effects of peer pressure, rivalry and competition, and secular textbooks and secular humanism upon their children.

What do you look for when choosing instructional materials?

The typical home school family looked at (in order of importance) philosophy, ease of use, availability, ancillary items, attractiveness, and quality when choosing instructional materials.

What people or organizations have had the greatest influence on your home school?

The typical home school family (63%) reported that home school organizations had little or no influence on their home school. Those families that had been influenced by home school organizations (37%), mentioned Hewitt Research Associates, Focus on the Family, and their local support group as having the greatest influence.

Which activities do you use to meet the social needs of your children?

The typical home school family used (in order of frequency) attendance at religious activities and services, visiting relatives and friends, attendance at activities with other home school families, and playing with neighborhood children as the primary means by which the socialization needs of their children were met.

What aspects of your home school provided the greatest satisfaction?

The typical home school family received the greatest personal satisfaction from seeing their children develop without the effects of peer pressure and from knowing they were fulfilling their God-given responsibility.

What aspects of your home school provided the greatest frustration?

The typical home school family received the greatest personal frustration from (in order of frequency) being behind with the housework, having so little time for lesson planning/preparation, having so little time to oneself, and being a spouse, parent, and teacher at the same time (all associated with the mother's being the primary teacher in the home school).

Strength of Opinions

The typical home school family has strong opinions about its home and school; especially about the motivation for starting the home school, the concern about the previous school, the satisfaction received from the home school, and what it looked for in choosing instructional materials. The families also had strong opinions about how little home school organizations had influenced their home school and the minimal frustration received from the school.

What are the Relationships Between the Characteristics of Home School Families, Their Home Schools, and Their Opinions About Their Homes and Schools?

To answer this research question, the relationships

between the variables from the null hypotheses were subjected to a statistical test with the results reported in Table 52.

Table 52. Relationships Between Variables

Hypothesis	Variables	
1	Annual family income/Annual expenditure	**
2	Type of school/Amount of concern	*
3	Plans to continue/Satisfaction/Frustration	***
4	Education of mother/Satisfaction	**
4	Education of mother/Frustration	**
5	Motivation to start school/Satisfaction	*
5	Motivation to start school/Frustration	*
6	Enthusiasm level/Grade level	*
7	Type of community/Socialization concern	**
8	Oral reading/Library visits	**
8	Oral reading/Television viewing	*
9	Months of operation/Satisfaction	*
9	Months of operation/Frustration	**
10	Region of country/Amount of influence	*
11	Highest grade to teach/Satisfaction	*
11	Highest grade to teach/Frustration	**

*Statistically significant at the .05 level.

**Not statistically significant at the .05 level.

***Hypothesis was untestable.

The summary of the literature review and the summary of the data from this research study have been presented. This next section will extrapolate appropriate conclusions from the data analysis.

Conclusions From the Data Analysis

The same structure will be used in presenting the conclusions from the data analysis as was followed in reporting the results of the data analysis; the answering of the four research questions.

What are the Characteristics of Families Who are Educating Their Children at Home?

The typical home school family was a nuclear family, made up of young adult parents and three children, who lived in the suburbs or a small town. The father was a college graduate, in a skilled or professional occupation or was self-employed, and had an annual income of $31,000. The mother had completed 3-4 years of college, was not gainfully employed outside the home, and was the primary teacher in the home school.

The family labeled itself as either evangelical or fundamental and attended religious services two to three times a week.

They watched little television, and when they did, they watched programs designed for children or which the parents considered wholesome. They encouraged reading as an alternative by reading orally to their children, taking them to the public library, and having magazines and newspapers available in their home.

What Are the Characteristics of the Home Schools Established by Those Families?

The children, equally distributed between boys and girls, had previously attended, in equal proportions, a public school, a Christian school, or no school. They were predominantly in the elementary or middle-school grades and were enthusiastic about their home school education.

The mother was the primary teacher in the home school and was satisfied by the home school experience; yet was frustrated by conflicting role expectations as spouse, mother, and teacher. The father served in an ancillary and facilitative function.

The typical home school emphasized Bible, Language Arts, and Mathematics in its curriculum which had been purchased from a Christian School publisher at a cost of $175 per child per year. The home schools were adequately equipped with instructional materials found in a conventional school. Even though the cost was not a significant motivation to start the home school, the cost of home education was much cheaper than conventional Christian education.

About three hours a day was spent in tutorial instruction and an equal amount of time in independent study, which produced academic achievement that equaled or exceeded their public school counterparts.

Most of the home schools did not have a cottage industry, were not influenced by home school organizations, did not operate under a satellite organization, and were not harassed by civil authorities.

Most of the home schools were completing their first year, and few had operated for more that three years. Most were satisfied with their home school and planned to continue another year. Their home school friends also planned to continue. They thought more families would teaching their children at home in the future.

What Are the Opinions of Home School Families About Their Families and Home Schools?

The home school family felt it had a God-given responsibility to teach the children at home and to protect them from harmful influences, especially peer influence at the school, both public and Christian, they had previously attended.

The home school family was concerned about philosophical distinctions evident to them in their choice of curriculum materials more than they were about practical distinctions. This level of awareness was unexpected by this researcher who anticipated more practical concerns to dominate their curriculum choices.

The home school family was only minimally influenced by home school organizations, either local or national, choosing instead to operate independent of external influence. This autonomous spirit is consistent with the individualism demonstrated by the home school movement.

The home school family was much less concerned about the socialization needs of their children than were their critics. They seemed to feel that going to church, visiting relatives and friends, and playing with neighborhood children

provided adequate socialization opportunities for their children. It could be concluded that many of these families actually preferred less rather than more socialization for their children.

The home school family was satisfied with its home school experience, receiving the greatest satisfaction from the discharge of their God-given responsibilities and seeing their children freed from the bondage of peer influence and domination. In general, these families were satisfied with the personal growth and academic achievement of their home schooled children.

The home school family (primarily the mother) was frustrated by those aspects of the home school experience that made it difficult to be a good spouse, parent, and teacher simultaneously; however, the level of frustration was consistently less than the level of satisfaction. From this observation, it could be concluded that in spite of their frustrations, the home school family was more satisfied than it was frustrated by the experience.

What Are the Relationships Between the Characteristics of Home School Families, Their Home Schools, and Their Opinions About Their Homes and Schools

Even though the relationship between family income and the annual amount spent on instructional materials is not statistically significant, the relationship is obvious as can observed in Figure 21, and the conclusion was made that those who have higher incomes do spend more on instructional materials than those families that have lesser incomes.

Those parents whose children previously attended public schools had a greater degree of concern about their children than did those parents whose children attended Christian schools; however, the difference between the schools of prior attendance was distressingly small. It could be concluded that parents whose children attended Christian schools were almost as concerned about the harmful influences at that school as were the parents whose children attended public school. The number of parents who took their children out of Christian schools was almost equal to those who took them out of public schools.

Since less than ten percent of the respondent families were not sure about their plans to continue their home school, the relationship between the degree of satisfaction and frustration experienced by the home school families and their plans to continue was untestable. This hypothesis was expected to show a strong positive relationship between satisfaction, frustration, and future plans, but based on the untestability of the hypothesis, no conclusions were developed.

The relationship between the education of the mother (the primary teacher), and the satisfaction and frustration experienced from the home school, showed no identifiable pattern, in contrast to the expectations of this researcher. From this lack of relationship, it was concluded that the mother's education was not related to the satisfaction and frustration received by her from the home school.

The relationship between the motivation to start the home school and the satisfaction received from it was quite strong, whereas the relationship between motivation to start the home school and the frustration received from the school was not nearly as strong, even though both were statistically significant. From the strength of these relationships, it was concluded that the greater the motivation to start the home school, the more potential satisfaction and frustration received from that school.

The relationship between grade level and enthusiasm was an inverse relationship; as the grade level increased, the enthusiasm level decreased. In spite of this decrease, the enthusiasm level never approached a negative level; even at its lowest point, it remained positive. From this relationship, it was concluded that the children being taught at home were perceived by their parents as being enthusiastic about their home education; however, that enthusiasm diminished as the child entered the secondary school years.

The relationship between the type of community in which the family lives and the degree of concern about the socialization needs of the child is not statistically significant; however, the relationship does exist and can be observed in Figure 30. From a study of this relationship, it was concluded that those families who lived in rural and suburban communities were more concerned about the socialization needs of their children than were those in the urban communities.

The relationship between how often the parents read to the children and how often they took them to the public library was not significant, but the relationship between how often the parents read orally to the children and how often they watched television was negatively significant. These home school parents were quite concerned about both the quantity and quality of the television programs viewed by their children, preferring that their children read instead. To encourage this reading by their children, the parents read orally to them, took them to the library, and closely monitored their television viewing. This activity was another manifestation of the desire of these home school parents to shield their children from the harmful effects of television.

The relationship between months of operation and degree of satisfaction was significant, but the relationship between months of operation and frustration was not significant. In Figure 32, it can be observed that satisfaction reached its highest point after three years of operation, and then became erratic. Frustration reached its lowest point after two years of operation and then began to increase slowly, culminating in an erratic pattern also. From this observation, it was concluded that after about three years of operating a home school, it became less satisfying and more frustrating, thereby predisposing the school to terminatation. The attrition rate for home schools is believed to be high; it may be that this relationship between months of operation, and satisfaction and frustration

partially explains this attrition rate.

The relationship between the region of the country in which the home school exists and the degree to which home school organizations influenced that school was significant. The Southwest was the most influenced and the Southeast was the least influenced by home school organizations. The Southeast may have been influenced less because of the independent fundamentalists who tend to be autonomous in their thinking and remain aloof from influence by outside organizations. This researcher cannot explain why the Southwest was influenced to a greater extent by home school organizations than was the Southeast.

The relationship between the highest grade the parents anticipate teaching their children at home and the satisfaction they experience is significant, but the relationship with frustration is not significant. From this observation, it was concluded that as long as the parents continue to receive satisfaction from their home school, they will continue to operate a home school; however, the frustration they experience will not be significant in determining the highest grade they plan to teach their children at home.

Implications of the Research Findings

This next section will be addressed to those parties that are involved in the home school movement.

To Home School Parents

For some parents, home education might be the best educational option available for the education of their

children. For most, however, a conventional Christian school education, augmented with a strong supportive home environment, would be the wisest option. Those parents who are considering home education should consider the disadvantages as well as the advantages, the frustration as well as the satisfaction, the psychological cost as well as the financial savings, and the potential long-term educational liabilities as well as the short-term academic gains.

To Local Church Pastors

Pastors, whose members are already teaching their children at home or are considering doing so, need to become knowledgeable about this rapidly proliferating movement so that wise counsel can be extended to those church members. This research study could provide valuable insight to the local pastor considering the human element in home education.

To Christian School Administrators

Many Christian school administrators are frustrated and bewildered when some of the families in their Christian school withdraw their children and teach them at home. They often do not understand why parents would take such drastic action to provide an alternative education for their children. This research study could help them understand home school families to a greater degree, and how they might help them rather than ostracize them.

A cooperative spirit on the part of the Christian school administrator would keep the door of opportunity open to the

parent to return to the Christian school if the realities of home school education motivate the parents to terminate the home school and re-enroll their children in a conventional Christian school.

The most important insight to be gained from this study by the Christian school administrator is that these parents were almost as concerned about the quality of Christian education as they were about public education. To the discerning Christian school administrator, it is obvious that the family who withdraws its children from the local Christian school represents a dissatisfied customer who has refused to continue to purchase what it perceives to be an inferior product. These parents have concluded that they can provide an education for their children at home that is at least as good as they have been receiving at the conventional school, and save money at the same time.

To Christian Publishers of Instructional Materials

Home school parents are becoming discerning customers. The parents in this study demonstrated philosophical insights concerning instructional materials that exceeded the expectations of this researcher. Those publishers that produce instructional materials compatible with the philosophical convictions of home school families will capture a major proportion of the home school market.

To Public School Administrators

Since each child withdrawn from the public school represents not only a dissatisfied customer but also a loss of revenue, the public school administrator has an additional

impetus to cooperate with the home school family. Some public schools have found it advantageous to enroll the child in the public school and then allow the parent to teach the child at home under the supervision of the public school. This arrangement gives the parent the control of the child's education while at the same time giving the public school the revenue from the state for the education of that child.

To State Legislators

Those elected officials charged with the responsibility of representing their constituents in the state legislatures need to be apprised of the interests of the home school families in their districts so that when legislation pertaining to home education comes before their legislative body, they will be prepared to give informed consideration to that legislation. Home education is a viable form of alternative education and needs to be recognized as such.

To Educational Researchers

The home school movement represents one of the fastest-growing segments of American education. To the educational researcher goes the challenge of conducting research on this reclusive yet exploding movement. As the movement develops, it will provide the educational researcher with an increasingly fertile topic on which to focus his research expertise.

Recommendations For Further Research

As an outgrowth of this research study, the following topics are being suggested for consideration by subsequent researchers:

1. A comparison of academic achievement between home school students and conventional school students at the secondary level.
2. A comparison of academic achievement between home school students and conventional school students at the college level.
3. A comparison of social maturity of home school students with social maturity of conventional school students.
4. A comparison of the values of home school parents with the values of conventional school parents.
5. An analysis of the psychological effect on children from postponing formal instruction until the age of eight to ten.

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APPENDIXES

APPENDIX A

HOME EDUCATION ACT

Home schooling is quickly becoming a national movement. It is estimated that as many as one million children are instructed at home. Parents are beginning to enjoy a revival of respect from authorities as significant contributors to the educational process. Teachers are urging parents to spend time working side by side with their children because they see the benefits that are reaped from cooperating with parents. Nonetheless, many school and government officials are very reluctant to allow parents full authority over the education of their children.

In spite of the growth of the home schooling movement, there is little consistency from state to state regarding the acceptability of home schooling. Most states permit the option of home education through sound policy or unwritten practice. In some states, however, parents are arrested and even jailed for the alleged crime of either teaching their own children at home or sending them to an unaccredited religious or private school.

In the political arena, home schools are considered to be anything from revolutionary to reactionary. They are revolutionary in that they go against the current established order. For years, myths have been perpetuated in American society that public schools provide the best education for the most people and it is the government's civic responsibility to educate its citizens. As a result, professional teachers certified by the state have become the primary educators of children who attend state approved schools. Home schools are a threat to this status quo.

Home schools are also labeled reactionary because they developed out of a growing consensus that the public schools are not providing a healthy learning environment. Parents are dismayed about the inadequate training their children are receiving and the low moral and moral standards being promoted by the schools. Lack of discipline in government schools has made it practically impossible for school administrators, teachers and students to fulfill their responsibilities. Many parents blame the expulsion of religious and traditional values for the discipline problems.

One of the root causes for many educational failures is the serious deterioration of the American family. Home schools respond to this pressing an opportunity for the family's rejuvenation. School and government officials would be wise not merely to refrain from opposing home schooling, but to cooperate with them as fully as possible. Such cooperation is likely to yield important ideas and methods that might help public institutions solve their more serious problems.

Home education utilizes the tutorial method of instruction which numerous studies have found superior to traditional classroom instruction. It integrates skill development with such tasks as cooking, shopping, planning menus and doing repairs. Computer technology tremendously increases the educational effectiveness of home instruction. International studies of 20 countries have confirmed that the home environment accounts for more student variance in learning than any other factor, including curriculum and quality of instruction. Moreover, youngsters educated at home achieve higher than national averages on standardized measures. Clearly, parents hold the major key to their children's learning and more often than not teach capably without being certified. It is time for lawmakers to take a more active stance against unsatisfactory home schooling laws.

The proposed bill entitled Home Education Act is the most explicit pro-home schooling law to date. It exempts a child from compulsory attendance requirements if the parents or guardians provide a program of instruction in the home. Parents are not required to have an organic teaching certificate and the program need not be approved by the state. Once a year a child receiving home instruction must take an examination to assess the mastery of the basic skills. In short, this act grants parents the freedom to educate their children without any state or state restrictions imposed by the act.

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Suggested Legislation

(Title, enacting clause, etc.)

Section 1. *[Short title.]* This act may be cited as the Home Education Act.

Section 2. *[Exemption from compulsory attendance.]* Any child of compulsory school attendance age whose parents or persons acting as parents object to a regular school education on the basis of religious or other personal beliefs or convictions is exempt from the compulsory attendance requirements if the child is provided with a program of instruction in the home by his parents or persons acting as his parents.

Section 3. *[Notification and registration.]* On or before September 15 of each year, the parents or persons acting as parents of the child shall:

(A) notify the board of education of the school district in which the child resides that the child is being provided with a program of instruction under authority of Section 2, and

(B) register the name, age, and home address of the child with the same board of education.

Section 4. *[Optional participation in classes and activities of public schools.]* No child exercising his rights under the provisions of this act shall be denied the use of public school buildings, facilities, and resources, access to public school personnel, or participation in public school classes and activities, including extracurricular activities, subject only to the same rules applicable to students otherwise in full attendance.

Section 5. *[Assessment of minimum competency.]* The administration of an examination for assessing the attainment of minimum competency objectives in the basic skills of reading and mathematics to a child designated in Section 2 shall be carried out by the board of education of the school district in which the child resides. The examination shall be conducted in the Spring of each year. The board of education of the school district where the child resides shall determine the grade level at which the child should be assessed and the time, place, and method for administration of the examination.

Section 6. *[Failure of compliance.]* Failure of compliance at any time with the provisions of this act shall result, after a written warning has been served on the child's parents or persons acting as his parents by the board of education of the school district in which the child resides and a period of 30 days after receipt of service is allowed for compliance, in forfeiture of the exemption provided herein and thereupon the child shall become subject to the compulsory attendance requirements of this code.

Section 7. *[Severability clause.]*

Section 8. *[Repealer clause.]*

Section 9. *[Effective date.]*

APPENDIX B

PRELIMINARY QUESTIONNAIRE

HOME SCHOOL SURVEY ZIP CODE:___

INFORMATION ABOUT YOUR HOME SCHOOL

What type of school did your child previously attend?
Public__ Private(non-Christian)__ Christian__ None__

For how many months have you operated a home school?___

Do you plan to teach your children at home next year?
Yes__ No__ Undecided__

Do your homeschooling friends plan to have a home school next year?
Yes__ No__ Undecided__

Up to what grade do you plan to teach your children at home?
(CIRCLE THE MOST ACCURATE ESTIMATE)
K 1 2 3 4 5 6 7 8 9 10 11 12

Who does most of the teaching in your home school?
Mother__ Father__ Shared__ Other__

How many hours a day are spent in:

Lesson preparation?	0__	1__	2__	3__	4__	5__	6__
Classroom instruction?	0__	1__	2__	3__	4__	5__	6__
Independent study?	0__	1__	2__	3__	4__	5__	6__
Cottage industry?	0__	1__	2__	3__	4__	5__	6__

Which subjects does your school emphasize?
(NUMBER IN ORDER OF EMPHASIS, WITH # 1 BEING MOST EMPHASIZED)
Art__ Bible__ English__ History__ Math__ Music__
Physical Education__ Practical skills__ Reading__ Science__
Social Studies__ Spelling__

Which of the following do you have or would like to have for instruction?
(PLACE A "1" AFTER EACH ITEM YOU HAVE, AND A "2" AFTER EACH ITEM YOU WOULD LIKE TO HAVE)
Audio cassette recorder__ Blackboard__ Cable TV__ Copying machine__
Dictionary__ Educational TV__ Encyclopedias__ Globes/maps__
Home computer__ Library books__ Magazines__ Movie projector__
Overhead projector__ Science lab__ Slide projector__ Student desks__
Textbooks__ Video cassette recorder__ Other:_____

From which of the following publishers have you purchased materials for your home school?
__A Beka Books __Accelerated Christian Education __Alpha-Omega
__Bob Jones University Press __Hewitt-Moore Development Center
__IBYC:Gothard __Mott Media __Rod & Staff Publishers
__Secular Publishers __Other_____

Which ONE of the following statements best describes your relationship with local government or school officials?
__They don't know we have a school.
__They have been cooperative with us.
__They don't bother us; we don't bother them.
__They have given us a difficult time.

With which ONE of the following organizations does your home school have a satellite relationship?
__A local non-Christian school __A local public School
__A local Christian school __A local church __None
__A regional or national home school organization:_____

Does your home school have a cottage industry or family business?
__No __Yes Describe:_____

What is the age of: Father__? Mother__ ?

What is the occupation of Father?:
__Accountant __Agriculture __Attorney __Computer
__Construction __Engineer __Management __Manufacturing
__Minister __Physican __Salesman __Teacher __Other_____

What is the education level of: Father__? Mother__?
(PLACE IN THE BLANKS ABOVE, THE LETTER OF THE ALPHABET THAT BEST REPRESENTS THE EDUCATION LEVEL OF EACH PARENT)
(a) high school diploma, (b) 1 year college, (c) 2 years college, (d) 3 years college, (e) 4 years college, (f) graduate school

What is the approximate total family income?
__Less than$20,000 __$20,000-$25,000 __$25,000-$30,000
__$30,000--$35,000 __$35,000-$40,000 __$40,000-$45,000
__$45,000--$50,000 __$50,000-$60,000 __$60,000-above

Approximately how much do you spend each year per child on instructional materials?
$00-$50__ $50-$100__ $100-$150__ $150-$200__ $200-$250__?

How would you describe where you live: Rural__ Suburban__ Urban__

Which of the following best describes your religious association?
Charismatic__ Evangelical__ Fundamentalist__ Other_____

How many times a week do you normally attend religious services?
1__ 2__ 3__ 4__ 5__

Which newspapers or magazines does your family read regularly?
_____ _____ _____
_____ _____ _____

How many hours a day do your children typically watch television?
0__ 1__ 2__ 3__ 4__ 5__

What are your children's favorite television programs?
_____ _____ _____
_____ _____ _____

How many times a month do your children go to the public library?
0__ 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__ 10 or more__

How many times a week do you read out loud to your children?
0__ 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__ 10 or more__

OPINIONS ABOUT YOUR HOME SCHOOL

GENERAL DIRECTIONS: FOR THE REMAINDER OF THE SURVEY, PLEASE EXPRESS YOUR OPINIONS ABOUT YOUR HOME SCHOOL BY PLACING A NUMBER (1,2,3,4,5,) IN THE BLANK BESIDE EACH RESPONSE CHOICE.

Please indicate how important each of the following was to you when you started your home school:
Very unimportant (1), Somewhat unimportant (2), Important (3), Somewhat important (4), Very important (5)

__To fulfill my God-given responsibility
__To have more control over what my children learn
__To provide more religious instruction for my children
__To reduce the effect of peer pressure upon my children
__To be able to spend more time with my children
__To help my children make greater academic progress
__To be able to afford the education of my children
__To enable my children to start school at a later age
__To improve the quality of our family life
__To provide "special education" for my child

Please indicate your degree of concern about each of the following at the school your children previously attended:
Very unimportant (1), Somewhat unimportant (2), Important (3), Somewhat important (4), Very important (5)

__Too much Academic pressure
__Too little discipline
__Too little academic challenge
__Secular textbooks
__Rivalry and competition
__Ridicule of Christian standards
__Excessive classroom regimentation
__Moral problems: sex, drugs, alcohol
__Lack of cooperation by administrators/teachers
__Have not attended another school previously
__Peer pressure
__Overly strict discipline
__Too much homework
__Transportation problems
__Too many inconsistencies
__Teaching about evolution
__Incompetent teachers
__Secular humanism

Please indicate how important each of the following is to you when you are considering the purchase of instructional materials:
Very unimportant (1), Somewhat unimportant (2), Important (3), Somewhat important (4), Very important (5)

__Cost of the materials
__Someone else's recommendation
__Talking with a publisher's representative
__Attractiveness & quality of the materials
__Availability of the materials
__Attendance at a home school meeting
__Philosophy of the materials
__Ease of using materials
__Support materials: such as teacher's manual, workbooks, tests

Please indicate from where you obtain your instructional materials:
Never (1), Rarely (2), Sometimes (3), Usually (4), Always (5)

__We make them ourselves
__We purchase them from a local school supply store
__We order them by mail from school supply catalogs
__We buy them directly from publisher's representatives
__We buy them from local public or Christian schools
__We buy them from local book stores
__We buy them at second-hand stores or garage sales
__We borrow them from the local library

Please indicate the influence each of these organizations or persons has had on your home school:
No influence (1), Little influence (2), Some influence (3), Much influence (4), Great influence (5),

__Growing Without Schooling-John Holt
__Hewitt Research Associates-Raymond Moore
__Focus on the Family-James Dobson
__Advanced Teacher Training Institute-Bill Gothard
__Family life Seminars-Gregg Harris
__Christian Liberty Academy-Paul Lindstrom
__Christian Home Schools-Paul Hunter
__Home School Legal Defense Association
__Texas Coalition for Home Education
__Local home school support group

Please indicate the importance each of the following is to the development of the socialization needs of your children:
Very unimportant (1), Somewhat unimportant (2), Important (3), Somewhat Important (4), Very important (5)

__Religious activities & services
__YMCA/YWCA Activities
__Play with neighborhood children
__Visit with relatives and friends
__Neighborhood teams, such as "Little League"
__Social gatherings with other home school families
__Boy Scouts/Girl Scouts
__AWANA
__Future Farmers/4-H Clubs

Please indicate the level of enthusiasm each of the children has toward his/her home education; give age, sex, and grade also:
Very negative (1), Mildly negative (2), Take it or leave it (3), Mildly enthusiastic (4), Very enthusiastic (5)

Child #1 Age__ Sex__ Grade__ Enthusiasm__
Child #2 Age__ Sex__ Grade__ Enthusiasm__
Child #3 Age__ Sex__ Grade__ Enthusiasm__
Child #4 Age__ Sex__ Grade__ Enthusiasm__
Child #5 Age__ Sex__ Grade__ Enthusiasm__

Please indicate the degree of personal satisfaction you receive from your home school experience from each of the following:
Not satisfying at all (1), Not very satisfying (2), Satisfying (3), Very satisfying (4), Intensely satisfying (5)

__Seeing my children excited about learning
__Feeling in control of my child's education
__Knowing I am fulfilling my God-given responsibility
__Saving money on the cost of my child's education
__Sensing a greater unity in our family
__Seeing my children develop without excessive peer pressure
__Being able to spend more time with my children
__Having a more flexible family schedule
__Observing a more positive attitude in my children
__Having a better relationship with my children

Please indicate the degree of personal frustration you receive from your home school experience from each of the following:
Not frustrating at all (1), Not very frustrating (2), Frustrating (3), Very frustrating (4), Intensely frustrating (5)

__Explaining to others why we have a home school
__Feeling tired all the time
__Feeling inadequate as a teacher
__Being behind with the house work
__Taking care of preschool children during school hours
__Having so little time to myself
__Being a spouse, parent, and teacher at the same time
__Never having enough money to spend on instructional items
__Teaching several grades at the same time
__Worrying about whether this is best for my child
__Getting my children to understand why we have a home school
__Having so little time for lesson planning/preparation
__Feeling rejected by my friends in the church & community
__Dealing with the legal hastles concerning our school

Please share your opinion about the future of home education
(MARK THE ONE RESPONSE THAT BEST REPRESENTS YOUR OPINION)
__Fewer families will be teaching their children at home
__The same number of families will be teaching their children at home
__More families will be teaching their children at home

If you have operated a home school, but are no longer doing so, please your reasons for no longer doing so:_____

_____

THANK YOU FOR YOUR COOPERATION

PLEASE RETURN THIS QUESTIONNAIRE WITHIN ONE WEEK TO:

Mr. Earl Wade Gladin
303 Berea Forest Circle
Greenville, SC 29611
1-803-294-8464

FINAL QUESTIONNAIRE

Home School Survey Zip Code:_____
Information About Your Home School

1. What type of school did your child previously attend?
   ☐ Public ☐ Private (non-Christian) ☐ Christian ☐ None
2. For how many months have you operated a home school? ____
3. Do you plan to teach your children at home next year?
   ☐ Yes ☐ No ☐ Undecided
4. Do your home-schooling friends plan to have a home school next year?
   ☐ Yes ☐ No ☐ Undecided
5. Up to what grade do you plan to teach your children at home?
   (Circle the most accurate estimate.)
   K 1 2 3 4 5 6 7 8 9 10 11 12
6. Who does most of the teaching in your home school?
   ☐ Mother ☐ Father ☐ Shared ☐ Other _____
7. How many hours a day are spent in the following?

Lesson preparation	0☐	1☐	2☐	3☐	4☐	5☐	6☐
Classroom instruction	0☐	1☐	2☐	3☐	4☐	5☐	6☐
Independent study	0☐	1☐	2☐	3☐	4☐	5☐	6☐
Cottage industry	0☐	1☐	2☐	3☐	4☐	5☐	6☐

8. Which subjects does your school emphasize?
   (Number in order of emphasis, with 1 being most emphasized)
   _Art _History _Practical skills _Science
   _Bible _Math _Physical Ed. _Social Studies
   _English _Music _Reading _Spelling
9. Which of the following do you have available to use for instruction?
   _Audio cassette recorder _Encyclopedias _Overhead projector
   _Cable TV _Globes/maps _Science lab
   _Chalkboard _Home computer _Slide projector
   _Copying machine _Library books _Student desks
   _Dictionary _Magazines _Textbooks
   _Educational TV _Movie projector _Video cassette recorder
   Other: _____
10. From which of the following publishers have you purchased materials for your home school?
    ☐ A Beka Books ☐ Bob Jones University Press ☐ Mott-Media
    ☐ Accelerated Christian Education ☐ Hewitt-Moore Development Ctr. ☐ Rod & Staff Publishers
    ☐ Alpha-Omega ☐ IBYC: Gothard ☐ Secular Publishers
    ☐ Other _____
11. Which *one* of the following statements best describes your relationship with local government or school officials?
    ☐ They do not know we have a school. ☐ They have been cooperative with us.
    ☐ They do not bother us; we do not bother them. ☐ They have given us a difficult time.

12. With which *one* of the following organizations does your home school have a satellite relationship?

□ A local non-Christian school □ A local public school □ A local Christian school
□ A local church □ None
□ A regional or national home-school organization _____

13. Does your home school have a cottage industry or family business?

□ No □ Yes Describe _____

14. What is the age of Father?____ Mother? ____ Children? _____

15. What is the occupation of the father?

□ Accountant □ Computer □ Management □ Physician □ Teacher
□ Agriculture □ Construction □ Manufacturing □ Salesman □ Other _____
□ Attorney □ Engineer □ Minister □ Supervisor

16. What is the education level of Father? ____ Mother? ____
(Place in the blanks above, the letter of the alphabet that best represents the education level of each parent.)

(a) high school diploma (c) 2 years college (e) 4 years college
(b) 1 year college (d) 3 years college (f) graduate school

17. What is the approximate total family income?

□ Less than $20,000 □ $25,000-30,000 □ $35,000-$40,000 □ $45,000-$50,000 □ $60,000-above
□ $20,000-$25,000 □ $30,000-$35,000 □ $40,000-$45,000 □ $50,000-$60,000

18. Approximately how much do you spend each year per child on instructional materials?

□ under $50 □ $50-$100 □ $100-$150 □ $150-$200 □ $200-$250 □ over $250

19. How would you describe where you live?

□ Rural □ Suburban □ Urban

20. Which of the following best describes your religious association?

□ Charismatic □ Evangelical □ Fundamentalist Other: _____

21. How many times a week do you normally attend religious services?

□ 1 □ 2 □ 3 □ 4 □ 5

22. Which newspapers or magazines does your family (including children) read regularly?

_____ _____ _____

23. How many hours a day do your children typically watch television?

□ 0 □ 1 □ 2 □ 3 □ 4 □ 5

24. What are your children's favorite television programs?

_____ _____ _____

25. How many times a month do your children go to the public library?

□ 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 □ 10 or more

26. How many times a week do you read aloud to your children?

□ 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 □ 10 or more

Opinions About Your Home School

GENERAL DIRECTIONS: *For the remainder of the survey, please express your opinions about your home school by placing a number in each blank.*

1. Please indicate how important each of the following was to you when you started your home school:

1—Very unimportant 2—Somewhat unimportant 3—Important 4—Somewhat important 5—Very important

__ To fulfill my God-given responsibility
__ To improve the quality of our family life
__ To provide "special education" for my children
__ To be able to spend more time with my children
__ To have more control over what my children learn
__ To be able to afford the education of my children
__ To help my children make greater academic progress
__ To enable my children to start school at a later age
__ To provide more religious instruction for my children
__ To reduce the effect of peer pressure upon my children

2. Please indicate your degree of concern about each of the following at the school your children previously attended:

1—Very unimportant 2—Somewhat unimportant 3—Important 4—Somewhat important 5—Very important

__ Too little discipline
__ Secular textbooks
__ Rivalry and competition
__ Too little academic challenge
__ Ridicule of Christian standards
__ Excessive classroom regimentation
__ Moral problems such as sex, drugs, alcohol
__ Lack of cooperation by administrators/teachers
__ Have not attended another school previously
__ Peer pressure
__ Overly strict discipline
__ Too much homework
__ Transportation problems
__ Too many inconsistencies
__ Teaching about evolution
__ Incompetent teachers
__ Secular humanism
__ Too much academic pressure

3. Please indicate how important each of the following is to you when you are considering the purchase of instructional materials:

1—Very unimportant 2—Somewhat unimportant 3—Important 4—Somewhat important 5—Very important

__ Philosophy of the materials
__ Attendance at a home-school meeting
__ Talking with a publisher's representative
__ Attractiveness and quality of the materials
__ Support materials such as teacher's manual, workbooks, tests, etc.
__ Cost of the materials
__ Ease of using materials
__ Availability of the materials
__ Someone else's recommendation

4. Please indicate from where you obtain your instructional materials:

1—Never 2—Rarely 3—Sometimes 4—Usually 5—Always

__ Purchase them from a local school-supply store
__ Order them by mail from school-supply catalogs
__ Buy them from local public or Christian schools
__ Buy them directly from the publisher's representative
__ Buy them from local book stores
__ Borrow them from the local library
__ Make them ourselves
__ Buy them at second-hand stores or garage sales

5. Please indicate the influence each of these organizations or persons has had on your home school:

1—No influence 2—Little influence 3—Some influence 4—Much influence 5—Great influence

__ Home School Legal Defense Association
__ Growing Without Schooling—John Holt
__ Christian Liberty Academy—Paul Lindstrom
__ Hewitt Research Associates—Raymond Moore
__ Advanced Teacher Training Institute—Bill Gothard
__ Local home school support group
__ Family Life Seminars—Gregg Harris
__ Texas Coalition for Home Education
__ Focus on the Family—James Dobson
__ Christian Home Schools—Paul Hunter

6. Please indicate the importance each of the following is to the development of the social needs of your children:

1—Very unimportant 2—Somewhat unimportant 3—Important 4—Somewhat important 5—Very important

__ Visit with relatives and friends
__ Religious activities and services
__ Play with neighborhood children
__ Neighborhood sports such as "Little League"
__ Social gatherings with other home-school families
__ AWANA
__ YMCA/YWCA activities
__ Boy Scouts/Girls Scouts
__ Future Farmers/4-H Clubs
__ Summer camp

7. Please indicate the level of enthusiasm each of the children has toward his/her home education; give age, sex, and grade also:

1—Very negative 2—Mildly negative 3—Take it or leave it 4—Mildly enthusiastic 5—Very enthusiastic

Child #1	Age__	Sex__	Grade__	Enthusiasm__
Child #2	Age__	Sex__	Grade__	Enthusiasm__
Child #3	Age__	Sex__	Grade__	Enthusiasm__
Child #4	Age__	Sex__	Grade__	Enthusiasm__
Child #5	Age__	Sex__	Grade__	Enthusiasm__

8. Please indicate the degree of personal satisfaction you receive from your home-school experience from each of the following:

1—Not satisfying at all 2—Not very satisfying 3—Satisfying 4—Very satisfying 5—Intensely satisfying

__ Seeing my children excited about learning
__ Feeling in control of my children's education
__ Being able to spend more time with my children
__ Knowing I am fulfilling my God-given responsibility
__ Observing a more positive attitude in my children
__ Sensing a greater unity in my family
__ Having a more flexible family schedule
__ Having a better relationship with my children
__ Saving money on the cost of my children's education
__ Seeing my children develop without excessive peer pressure

9. Please indicate the degree of personal frustration you receive from your home-school experience from each of the following:

1—Not frustrating at all 2—Not very frustrating 3—Frustrating 4—Very frustrating 5—Intensely frustrating

__ Being concerned about whether this is best for my children
__ Taking care of preschool children during school hours
__ Being a spouse, parent, and teacher at the same time
__ Having so little time for lesson planning/preparation
__ Not having enough money to spend on instructional items
__ Dealing with the legal hassles concerning my school
__ Helping children to understand about our school
__ Feeling tired all the time
__ Feeling inadequate as a teacher
__ Being behind with the housework
__ Having so little time to myself
__ Teaching several grades at the same time
__ Explaining why we have a home school
__ Feeling rejected in the church and community

10. Please share your opinion about the future of home education:
(Mark the one response that best represents your opinion.)

__ Fewer families will be teaching their children at home.
__ The same number of families will be teaching their children at home.
__ More families will be teaching their children at home.

11. If you have operated a home school but are no longer doing so, please share your reasons for no longer doing so (on a separate piece of paper).

Thank you for your cooperation.

Please return this questionnaire in the stamped envelope provided within one week to:
Mr. Earl Wade Gladin / 303 Berea Forest Circle / Greenville, SC 29611
1-803-294-0464

APPENDIX C

May 14, 1986

Dear Home Schooler:

Mr. Earl Wade Gladin, a member of the faculty of the Bob Jones University School of Education and College of Arts and Science, is undertaking a study of home schooling in the United States in partial fulfillment of the requirements of the doctor of education degree. His study will be done under my supervision.

Mr. Gladin's study will, we believe, produce valuable information about home schooling that will enable Christian educators to better understand the home school movement, address the needs of those who choose this form of education, and facilitate the assimilation of home school students back into conventional educational institutions when that seems appropriate.

I urge you to complete and return his questionnaire within the next week. A self-addressed, stamped envelope is enclosed for your convenience. No attempt will be made to identify your family. The zip code is requested simply to enable us to compare opinions on a geographic basis.

Sincerely yours,

James W. Fraser
Registrar

enc

303 Berea Forest Circle
Greenville, SC 29611
May 16, 1986

Dear Home School Family:

In order to complete my Doctorate in Education at Bob Jones University, I am conducting a study on the home school movement.

As you know, home education is one of the most exciting aspects of American education. People not involved in the movement regretfully do not understand and appreciate home education. For this reason, my study will seek to provide information to enable various groups to better understand home education.

Since reading extensively about home education, I have decided to focus my study on the families who have established home schools. Your family is one of 600 randomly selected to receive the enclosed questionnaire. Your taking the time to fill it out and to return it to me by June 1 would be greatly appreciated. All information will be kept anonymous and held in strict confidence.

Thank you for sharing this information that I hope will increase understanding of the home school movement.

In appreciation,

Earl Wade Gladin

Earl Wade Gladin
Doctor of Education Candidate

APPENDIX D

OCCUPATIONS OF THE FATHER

Occupation	Frequency
Accountant	2
Air Conditioning Mechanic	1
Artist	2
Automobile Mechanic	2
Automotive Specialist	1
Businessman	1
Camp Maintenance	1
Chemist	1
Chiropractor	1
City Maintenance	1
Clerk	1
College Professor	2
Consultant	1
Custodian	2
Directory Publisher	1
Draftsman	1
Electrical Lineman	1
Electronic Technician	1
Evangelist	1
Executive Director, Youth for Christ	1
Factory Electrician	1
Factory Worker	1
Fire Fighter	1
Furniture Repairman	1
Gardener	1
General Contractor	1
Graphic Artist	2
Hospital Administrator	1
House Painter Foreman	1
HVAC Technician	1
Lab Technician	1
Landscaper	2
Law Enforcement	1
Logger	1
Machinist	1
Mail Carrier	1
Mail Carrier Supervisor	1
Mail Clerk	1
Mechanic	6
Medical Student	1
Mill Worker	1
Musician	1

Optician	1
Optometrist	1
Pharmacist	1
Physical Assistant	1
Pilot USAF Reserves	1
Power Plant Electrician	1
Power Plant Operator	1
Printer	1
Psychologist	1
Real Estate	1
Real Estate Appraiser	1
Registered Nurse	1
Remodeling Contractor	1
Respiratory Therapist	1
Sandblaster	1
School Psychologist	1
Self Employed	3
Self Employed (carwash)	1
Self Employed (construction)	1
Self Employed (signmaker)	1
Seminary Professor	1
Stockbroker	1
Student	4
Telecommunications Technician	1
Telephone Consultant	1
Test Pilot	1
Truck Driver	4
Truch Driver Dispatcher	1
Welder	1

RELIGIOUS ASSOCIATIONS

Association	Frequency
All three choices	7
Biblical	1
Bible-believing Baptist	1
Catholic	1
Christian	1
Conservative	1
Conservative Southern Baptist	1
Full Gospel	1
Independent	3
Independent Baptist	1
Lutheren Bretheren	1
Mormon	2
New Testament House Church	1
Nondenominational	1
Reformed Baptist	1
Restoration	1
Southern Baptist	2
Spiritual	1
Undenominational	1
We Love Jesus	1
Word Church	1

I Love Lucy	1
Inspector Gadget	4
Jeff and Jody	1
Jeopardy	1
Joy of Music	1
Joy Junction	1
Kids Praise the Lord	1
Knight Rider	1
Laugh Olympics	1
Leave It To Beaver	7
Letter People	1
Magnum PI	1
McGyver	1
Moonlighting	2
Morning Star	1
Mr. Goodbody	1
Mr. Wizard's World	2
Muppett Babies	4
Murder She Wrote	1
National Geographic Specials	1
Newton's Apple	2
News	2
Night Court	1
Nova	3
Old Movies	1
Perry Mason	1
Petticoat Junction	1
Polka Dot Door	1
Price Is Right	1
Reading Rainbow	1
Religious Station	1
Remington Steele	1
Scarecrow and Mrs. King	1
Scooby Doo	3
Science and Nature Programs	1
Science Shows (PBS)	1
Secret City	1
Seven Hundred Club	2
Shera	1
Sixty Minutes	1
Slim Goop Body	1
Smurf Cartoons	1
Snorkes	1
Specials	2
Sting Ray	1

FAVORITE TELEVISION PROGRAMS

Television Program	Frequency
A Team	3
Airwolf	2
All Creatures Great and Small	1
Andy Griffith	3
Animal Kingdom	1
Animal Shoes	1
Art Chest	3
Art Maker	1
Baseball Game	3
Black Beauty	2
Black's Magic	1
Bloopers	1
Brady Bunch	6
Bugs Bunny	3
Cats and Dogs	1
CBN	1
Charlie's Angels	1
Circle Square	1
Contact	2
Cosby's Kids	1
Danger Bay	1
Danger Mouse	1
Davey and Goliath	4
Different Strokes	4
Dumbo's Circus	1
Educational Television	5
Emergency	1
Evening Star	1
Fat Albert	2
Five Mile Creek	1
Flash	1
Flintstones	2
Flipper	1
Flying House	4
Gene and Calliope	1
Gentle Ben	1
GI Joe	9
Gomer Pyle	1
Gospel Bill	8
Greatest American Hero	1
Growing Pains	1
Gumby	1
Highway to Heaven	7

I Love Lucy	1
Inspector Gadget	4
Jeff and Jody	1
Jeopardy	1
Joy of Music	1
Joy Junction	1
Kids Praise the Lord	1
Knight Rider	1
Laugh Olympics	1
Leave It To Beaver	7
Letter People	1
Magnum PI	1
McGyver	1
Moonlighting	2
Morning Star	1
Mr. Goodbody	1
Mr. Wizard's World	2
Muppett Babies	4
Murder She Wrote	1
National Geographic Specials	1
Newton's Apple	2
News	2
Night Court	1
Nova	3
Old Movies	1
Perry Mason	1
Petticoat Junction	1
Polka Dot Door	1
Price Is Right	1
Reading Rainbow	1
Religious Station	1
Remington Steele	1
Scarecrow and Mrs. King	1
Scooby Doo	3
Science and Nature Programs	1
Science Shows (PBS)	1
Secret City	1
Seven Hundred Club	2
Shera	1
Sixty Minutes	1
Slim Goop Body	1
Smurf Cartoons	1
Snorkes	1
Specials	2
Sting Ray	1

Superman	1
This Old House	1
Three Stooges	1
Today's Special	2
Transformers	6
Voyagers	1
Wheel of Fortune	1
Whiz Kids	1
Wild Kingdom	3
Wildlife Programs	1
Wild World of Animals	1
Woody Woodpecker	2
You Can Write Anything	1

MAGAZINES AND NEWSPAPERS

Periodical	Frequency
Air Force Magazine	1
Alaska	1
Alert	1
Alliance Review	1
American Hunter	1
Arizona Highways	1
Astronomy	2
A V Press	1
Best Ways	1
Bible Believer's Bulletin	1
Bob Mumford Plumbline	1
Boy's Life	2
Bread for Children	2
Campus Life	2
Car & Driver	1
Children's Digest	1
Charisma	4
Christian Inquirer	1
Christian Liberty Newspaper	1
Christian News	1
Christian Pathway	1
Christian Reader	3
Christian Womanhood	1
Christianity Today	5
Church Publication	1
Clubhouse for Christians	1
Compute	1
Computes Gazette	1
Computer Magazine	2
Consumer Reports	3
Conservative Digest	1
Country	1
Country Living	3
Craft	2
Crafts and Things	1
Crumps Farm Publication	1
C W A News	1
Cycle World	1
Dave Wilkerson	1
Decision	4
Destiny	1
Discipleship	1
Eagle Forum	1
Electric Company	1
Elle	1
Ensign	1

Equus	1
Eternity	1
Exploring God's World	1
Evangel	1
Evangelizing Today's Child	2
Faith and Fellowship	1
Family Circle	2
Family Life	3
Family Life Today	1
Flower and Garden	1
Fortune	1
Friend	1
Friends of Israel	1
Fundamentalist Journal	2
Fulness	1
God's News	1
Good Housekeeping	10
Good News Broadcaster	4
Handyman Daily	1
Harrowsmith	1
Health	1
Herald of Holiness	1
Homa	1
Home	1
Home Life	1
Home Mechanix	1
Home Schooler's Magazine	1
Honeycomb	6
Keys for Kids	2
Kids Kids Kids	1
Larry Burkette's Newsletter	1
Last Days Newsletter	1
Leadership	4
Learning 86	1
Light and Life	1
Living with Preschoolers	1
Louisiana Life	1
McCalls	1
Media Spotlight	1
Mennonite	1
Michigan Farmer	1
Michigan Out Of Doors	2
Ministries	1
Money	4
Mother Earth News	1
Mothering Magazine	2
National Homeschooling	1
National Review	2

National Wildlife	3
Nature Friends	3
Nazarene World Missions	1
Nebraskaland	1
New American	3
New Wine	3
New Yorker	1
Newsweek	3
OCHEA	1
Oddessey	2
Open Door	1
Oregonian	1
Organic Gardening	4
Outdoor Life	1
Parents	1
Partnership	2
Penny Power	4
Photography	1
Plain Truth	1
Plymouth Rock	1
Pockets	4
Popular Mechanics	1
Popular Science	3
Prevention	4
Pro-Family	1
Pulpit Helps	1
Quilter's Newsletter	1
Raymond Moore's Newsletter	1
Redbook	1
Rodale's Organic Gardening	1
Rutherford Institute	1
Saturday Evening Post	3
Science	1
Sesame Street	5
Sharing/Discovering	1
Sharing God's World	3
Shining Star	1
Sky & Telescope	1
Smithsonian	1
Southern Living	2
Standard	1
Star Banner	1
Story Friends	1
Successful Farming	1
Sunday Enquirer	1
Sunset	1
Swaggart's Magazine	1
Sword of the Lord	1
Tantle	1

Teaching Home	8
Texas highways	1
Three Two One Contact	4
Today	1
Union Life	1
USA Today	2
Virginia Wildlife	1
Virtue	7
Voice (IFCA)	1
Voice of Victory	1
Wall Street Journal	3
Wee Lambs	2
Weekly Reader	2
Wildlife	1
Woman's Day	1
Young Ambassador	6
Young Pilot	2
Zoobooks	6

INSTRUCTIONAL AIDS AVAILABLE

Instructional Aid	Frequency
Abacus	1
Art and craft supplies	3
Autoharp	1
Book of Life	1
Church gym for physical education	1
Educational radio	1
Field trips	8
Filmstrip projector	1
Flute	1
Games	1
Kitchen for science lab	1
Marker board piano	1
Metric balance scale	1
Musical instruments	1
Old textbooks	1
Piano	1
Radio	1
Record player	1
Spring scale	1
Swimming pool	1
Typewriter	1
Words	2
Workshop	1

SOURCES OF PURCHASED MATERIALS

Source of Material	Frequency
Alta Vista-local V B program	1
Association of Christian Schools Int.	1
Basic Education	2
Builder Books	1
CBN University	4
Child Evangelism Fellowship	1
Christian Curriculum Project	1
Christian Heritage	1
Christian Light Education	1
Concerned Communications	1
Exploring God's World	1
Florida Association of Christian Sch.	1
Follett	1
Gail Groute	1
Good Apple	1
Harper and Row	1
Institute for Creation Research	2
International Fair	1
KINGS	5
Local Bible book store	1
Mile Hi Press	2
Modern Curriculum Press	1
Mountain Missionary Press	1
Open Court	1
Our Christian Heritage	1
Palmer Method Handwriting	1
Pathway	1
Pilgrim Institute	1
Play and Talk Phonics	1
Public Schools (old textbooks)	2
Riggs Institute	1
South Bayou Christian School	2

Scott Foresman	1
Sing, Spell, Read, and Write	2
Southwestern Co.	1
S U Phonics	1
Steck-Vaughn	1
Creole Academy	1
Victory Drill	1
William Morrow and co.	1
Zondervan (Book of Life)	1

SATELLITE ORGANIZATIONS

Satellite Organization	Frequency
A Beka Video	1
Alief Christian School	1
American Heritage	2
ATTI (Gothard)	19
Bremerton (GH) H S Support Group	1
Christian Circle School	2
Christian Family Schools	1
Christian Home Educator's Fellowship	3
CLASS	11
Concerned Christians for Education	1
County Office of Education	1
Discovery Christian School	1
FACA	1
Florida Kid School	1
Gospel Light	4
Home Educational Resources, Inc.	1
Home School Legal Defense Fund	1
IHCA	2
Indiana Association of Home Educators	1
National Academy of Ch. Ed. (GH)	1
Oklahoma Christian H E Assoc.	6
Olympia (GH) H S Support Group	1
Pilgrim School	1
School of Home Leaving	1
Vineyard Free Christian School	1

COTTAGE INDUSTRIES

Cottage Industry	Frequency
Amway distributor	2
Auto repairshop	2
Babysitting	1
Baking and selling pastries	2
Boarding pets for vacationers	1
Building company	1
Carpet care	1
Car Wash business	1
Ceramics	1
Computer business	1
Crafts	2
Daycare for children	1
Discovery toys	1
Dog breeding	1
Entertainers	1
Farm	2
Floor covering business	1
Furniture repair	1
Garden	4
Graphics arts business	1
Horse farm	1
Housekeeping business	1
Lamaze classes	1
Makes and sells purses	1
Musicians	1
Nursery/landscaping	1
Operate talent agency	1
Raise birds	1
Raise goats and chickens	1
Raise livestock	1
Selling eggs	1
Shacklee distributor	1
Small sheep farm	1
Spinning and weaving	1
Teaching breadmaking	1
Yardwork	1